THE REPUBLIC OF UGANDA

Lower Secondary Curriculum



FOREIGN LANGUAGES SYLLABUS
CHINESE

NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

Curriculum

ENTREPRENEURSHIP SYLLABUS

CONTENTS

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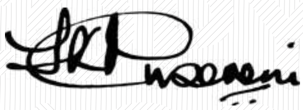
FOREWORD

The study of Modern Foreign Languages contributes to the acquisition and development of literacy and communication skills. Response to the spoken word and written texts encourages critical thinking; interaction and production of language, such as in role-plays, conversations and writing in different formats and for different purposes, fosters intelligibility, self-expression and creativity. Learners develop personal, interpersonal and team-working skills which can be applied in everyday life and in the world of work. This syllabus document therefore presents the four-year programme of study for Chinese as one of the 5 foreign languages in the New Lower Secondary school curriculum.

Exploitation of the available global opportunities requires learners to acquire knowledge and communication skills of foreign languages. Uganda has increased its trade relations with China which has resulted in greater investment by Chinese Companies in Uganda. This has created an opportunity for the young people to take up employment positions with the knowledge of Chinese language for ease of communication and offer Chinese at a higher level. Learners will learn more about the culture of the Chinese people whose language they are studying, appreciate and reflect the diverse cultures thereby embracing global citizenship. The teachers of Chinese should shape learning experiences so that the needs and interests of all learners are catered for. The development and provision of good learners' textbooks with a diversity of texts and activities will greatly support teachers to do this.

The Lower Secondary syllabus for Chinese Language provides a sound foundation for further learning of the language. The specific needs of the higher-achieving minority of learners who will go on to study Chinese at a higher level are met by the provision of activities that require an extra effort to acquire communication skills that respond to their specific needs. This is indicated within the list of vocabulary provided and indeed all the language skills.

As the Minister responsible for the provision of education, I endorse this syllabus as the official document for the teaching and learning of Chinese language at the Lower Secondary School level throughout the country.



Hon. Janet K. Museveni
The First Lady and Minister for Education and Sports

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this Lower Secondary Syllabus.

Our gratitude goes to the Ministry of Education and Sports (MoES), for overseeing the development of the curriculum and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

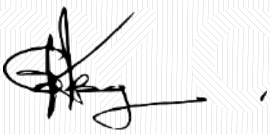
We would also like to thank the members of the public who made helpful contribution towards shaping this syllabus. Their efforts are invaluable towards having this syllabus
implemented in the schools and for improved quality of education in Uganda.

The Centre is indebted to the learners and teachers who worked with NCDC specialists . Great thanks go to members of Chinese Working Group who worked tirelessly to put together the necessary facts and guidance in producing this Syllabus.

Furthermore, NCDC would like to thank the World Bank for the initial technical support and the Government of Uganda for funding the rest of the processes up to implementation of the Lower Secondary Curriculum Review.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this Syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O. Box 7002 Kampala or email *admin@ncdc.go.ug* or through our *Contact Us* page on our website at *www.ncdc.go.ug*.



Grace K. Baguma
Director
National Curriculum Development Centre



学习

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INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the NDP recognises the existing weak- nesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal 4 advocates for inclusive and quality education, while the National Development Plan II focuses on enhancement of hu- man capital, development, strengthening mechanisms for quality, effective efficient service delivery and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic plan (2017/20) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded, is focused on the needs of a minority academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims of secondary education in Uganda as provided for in the Government White Paper on Education (1992) outlined below:

The aims of secondary education in Uganda are:

- Instilling and promoting national unity, an understanding of the social and civic responsibilities;
- Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Imparting and promoting a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enabling individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Providing up-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socioeconomic development of Uganda;
- Enabling individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leader- ship skills such as are obtained through games, sports, societies and clubs;
- Laying the foundation for further education;
- Enabling the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;
- Instilling positive attitudes towards productive work.

BACKGROUND TO THE NEW CURRICULUM

The review was based on the Education Sector Strategic Plan (ESSP), 2009 – 2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the short comings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, science and technology development and to ensure rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

To meet these requirements, the review is based on:

- The development of a holistic education for personal and national development based on clear shared values
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning
- An integrated and inclusive approach that will develop the ability to apply learning in practical situations.

The ESSP further outlines what the reviws implies:

"This reform will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

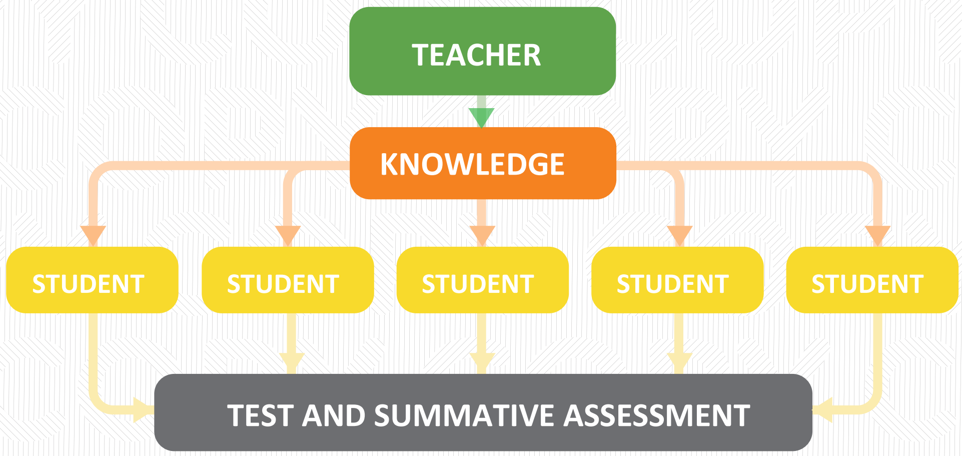
KEY CHANGES IN THE CURRICULUM

The key change in the curriculum is a move from a knowledge-based curriculum to a competence and skill-based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively. A level of competence is the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the Sustainable Development Goals (SDG's), otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The change can be summarised in the following diagrams.

THE KNOWLEDGE-BASED CURRICULUM



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge and transferred this knowledge to the students by lecturing, talking, asking them to read the text book or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a topic, term or school course to see if they had remembered it. The knowledge was based mainly on the knowledge in the subjects traditionally taught at University, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for University, but the vast majority of learners never reach university. This curriculum caters for this majority as well as those who later go on to University.

THE COMPETENCE BASED CURRICULUM



In the competence-based approach, the "student" becomes a "learner". The Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners' own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the Teacher and Learners. Learners also learn from each other through discussion. Assessment also becomes a two-way process of formative and summative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

THE NEW CURRICULUM

This curriculum focuses on four "Key Learning Outcomes" of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society.
The curriculum emphasizes knowledge, application and behavioral change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject there are generic skills that allow holistic development into life-long learners. Besides, there are also cross cutting issues that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

Key Learning Outcomes

This curriculum sets out 'Key Learning Outcomes' that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

Self-assured individuals who:

- Demonstrate self- motivation, self-management and self-esteem
- Know their own preferences, strengths and limitations
- Adjust their behavior and language appropriately to different social situations
- Relate well to a range of personality types

Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum
- Promote the development of indigenous cultures and languages and appreciate diversity, equity and inclusiveness
- Apply environmental and health awareness when making decisions for themselves and their community
- Are positive in their own identity as individuals and global citizens
- Are motivated to contribute to the well-being of themselves, their community and the nation

Lifelong learners who:

- Can plan, reflect and direct their own learning
- Actively seek lifelong learning opportunities for personal and professional development

Positive contributors to society who:

- Have acquired and can apply the Generic Skills
- Demonstrate knowledge and understanding of the emerging needs of society and the economy
- Understand how to design, make and critically evaluate products and processes to address needs
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

Values

This curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda. They are derived from The Uganda National Ethics and Values Policy of 2013. They are:

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social Responsibility
- Social Harmony
- National Unity
- National Consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all teaching and learning.

GENERIC SKILLS IN THE CHINESE SYLLABUS

Generic Skills

The generic skills lie at the heart of every Subject. They enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow young people to develop into life-long learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work. They need to be creative and innovative in their approach to learning and life. They need to be able to communicate well in all forms, co- operate with others and also work independently. They need to be able to use functional mathematics and ICT effectively. The details of the gneric skills are:

Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

Communication

- Listen attentively and with comprehension
- Talk confidently and explain things clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas.

Co-operation and Self-Directed Learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

Mathematical computation and ICT proficiency

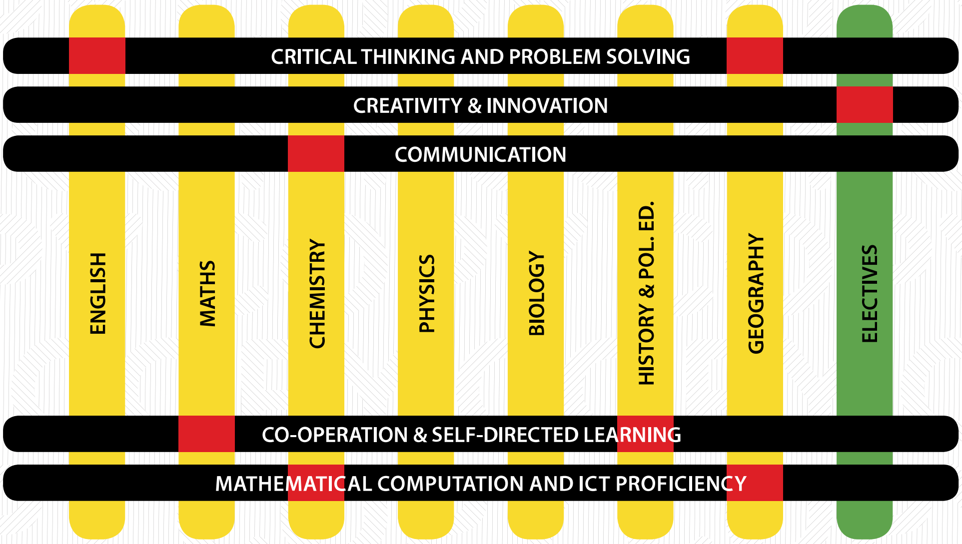
- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

Generic Skills within Chinese

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and these subjects provide the context for the skill development. Foreign Languages provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from the point of view of another country.

The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each Subject. For example, within „critical thinking", the learner begins thinking critically about the relatively simple subject matter in Senior 1 and then progresses to thinking about the much more complex matters in Senior 2. Thus the progression is in the increasing complexity of the matters being thought about.



Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the „Cross-cutting Issues" and they need to be studied across the subjects. These issues develop the learners" understanding of the connections between the subjects, and some of the complexities of life.

The Cross-cutting issues identified in the curriculum are:

- Environmental awareness
- Health awareness
- Life skills
- Mixed abilities and involvement
- Socio-economic challenges
- Citizenship and patriotism

These have been built into the syllabuses of each Subject. The way in which they operate within the Subject is very similar to the generic skills.

(For details on cross-cutting issues, refer to the Curriculum Framework document, page 11).

THE CHINESE SYLLABUS

Chinese is an elective subject from Senior 1 to Senior 4.

Time allocation

CHINESE	SENIOR 1 & 2	SENIOR 3 & 4
	2 periods a week	3 periods a week

Rationale

Learning Chinese enables learners to communicate with those in neighbouring countries and around the world. Proficiency in other languages is important to help the nation extend its participation in the global economy. It helps the learner to understand the culture and traditions of other countries and to appreciate the richness of diversity in the world. It widens horizons, raises aspirations and enables young people to become global citizens. Language learning provides a wider communication base for the learners and increases their job opportunities beyond the borders.

Language makes an important contribution to the development of all five of the generic skills. Language learning involves a high degree of critical thinking as the learner build his/her understanding and establishes cross-links between the languages he/she is learning and those with which they are familiar. Communication is intrinsic to language learning with frequent speaking and listening activities involving paired work and groups of different sizes. Hence co-operation is developed along with communication.

Language reflect the culture of the communities in which they are spoken. Language learning invariably leads to consideration of culture and heritage associated with both the target language and the home nation.

Teaching and Learning : Chinese

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus in Chinese is on the development of the four communication skills and understanding of the cultural differences between Chinese and Ugandan culture so as to remove stereo-typed knowledge about others and promote harmony and cooperation for mutual development.

In common with established best practice around the world, language learning takes place principally in the target language and the principal focus is on communication. Use of new technologies should be made as frequently as possible.

The new syllabus provides the learner with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life- related knowledge, experience and skills. The Teacher is encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches

THE CHINESE SYLLABUS PROGRAMME PLANNER

S. 1	Theme	Topic	Duration (number of Periods)
Term 1	1. Introduction and acquaintance	1.0: Introduction to Chinese	08
		Total	**72**
	"	1.0. Introduction to Chinese **1.1.** Greetings	01 07
	"	1.1. Greetings 1.2 : Introduction self and others	02 06
Term 2	"	1.2: Introduction self and others 1.3: Identification	03 05
	2. Social setting and building habits	1.3: Identification 1. 4: My family	04 04
	"	1. 4: My family 1. 5: Food	05 03
Term 3	" "	1. 5: Food 1.6 : School life	06 02
	" "	1.6: School life 1.7 : Telling Time	07 01
	"	1.7 : Telling Time	08

S. 2	**Theme**	**Topic**	**Duration (number of Periods)**
Term 1	3. What affects daily life	2.1: Market	08
	" "	2.1: Market 2.2 : Weather	01 07
	" "	2.2 : Weather 2.3: Job and Careers	02 06
Term 2	" 4. Relaxation	2.3: Job and Careers 2.4 : Hobbies	03 05
	"	2.4: Hobbies 2.5: Transport	04 04
	" "	2.5: Transport 2.6 : Travel and Tourism	05 03
Term 3	" "	2.6 : Travel and Tourism 2.7: Friends	06 02
	"' 5. Owning property	2.7: Friends 2.8: My House	07 01
	"	2.8: My House	08
		Total	**72**

S.3	Theme	Topic	Duration (number of Periods)
Term 1	"	3.1: Shopping	12
	" 6. Taking care of sustainable life (Part 1)	3.1: Shopping 3.2: The Environment	02 10
	" "	3.2: The Environment 3.3 : Health	04 08
Term 2	" "	3.3: Health 3.4: Fashon	06 06
	" "	3.4: Fashon 3.5 : Entertainment	08 04
	" "	3.5 : Entertainment 3.6: Media	10 02
Term 3	"	3.6: Media	12
	7. Meaningful Movement	3.7: Travel	12
	" "	3.7: Travel 3.8: Custom	02 10
		Total	**108**

S. 4	Theme	Topic	Duration (number of Periods)
Term 1	" 8. Marketing oneself	3.8: Custom 4.1: Personal profile	04 08
	" "	4.1: Personal profile 4.2: Recommendation	06 06
	9. Take care of suatainable life (Part 2)	4.2: Recommendation 4.3: Environment	08 04
Term 2	" "	4.3: Environment 4.4: House and furniture	10 02
	"	4.4: House and furniture	12
	"	4.5: School life	12
Term 3	" "	4.5: School life 4.6: Health	02 10
	"	4.6: Health Final Examinations	04 08
		Final examinations	12
		Total	**108**

THE CHINESE LANGUAGE SYLLABUS

The syllabus details for all subjects are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The knowledge, understanding or skills expected top be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the Learning Outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the Learning Outcomes using the Suggested Learning Activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

Detailed Foreign Language Syllabus- Chinese

SENIOR1: TERM 1

Theme 1: Introduction and acquaintance

Topic 1.0: Introduction to Chinese Pronounciation 9 periods

Competency: The learner understands that the pronounciation is the basic part of mastering Chinese.

Learning outcomes *The learner should be able to:*	**Suggested learning activities**	**Sample assessment strategy**
a. Locate where in the world Chinese language is spoken. (k)	• On a world map, guide the learner to identify different places and some communities where Chinese language is spoken. • Locate some principle cities and on the map of China	• Routinely check developing understanding/ use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products against agreed and shared success criteria • Identify target language countries and communities on a world map noting whereabouts i.e. hemisphere, continent, locality • Listen and write the correct initials. • Listen and mark the correct tones.
b. combine initial and final Chinese sounds and tones to give meaning (k, u)	• Listen to and repeat the syllables of the common speech of modern Chinese (combination of initials and finals of syllables, tones) as follows: n + i + ˇ = nǐ h +ao+ ˇ= hǎo • Listen to people saying common words in everyday life and identify tones of Chinese language. • Provide charts for illustrating graphically the four tones in Chinese language. • Encourage full participation of the learner in pronouncing thre tones.	
c. know that all syllables have a final in Chinese (k,u, s)	• Discriminate and pronounce the 21 initials and 38 finals in groups and individually. ➢ Initials: o b p m f o d t n l o g k h o j q x o z c s o zh ch sh r ➢ Finals: o a o e i u ü o ai ao an ang o ou ong o ei en eng o ia ie iao iu in ian iang ing iong o ua uo uai ui un uan uang ueng o üe ün üan o o er	

Learning outcomes *The learner should be able to:*	**Suggested learning activities**	**Sample assessment strategy**
d. understand that Chinese is tonal language in which the tones convey differences in meaning (k, u s.)	• Read aloud different tones (first tone: ˉ; Second tone: ˊ; Third tone: ˇ; Forth tone: ˋ) on Chinese syllables and identify differences in meaning and distinguish the different tones on Chinese syllables. • Write the tone marks correctly on the vowels	
ICT Integration: - Use cameras of the phone to take photos and record the voice of the native Chinese inYouTube pronouncing Chinese language initial and final sounds.		

SENIOR 1: TERM 1
Theme 1: Introduction and acquaintance

Topic 1.1: Greetings 9 Periods

Competency : The learner understands cultural differences in relation to own country and community and those where Chinese language is spoken basing on Greetings and leave taking.

Learning outcomes *The learner should be able to:*	**Suggested learning activities**	**Sample assessment strategy**
a. Use appropriate expressions to greet people in a polite way (u, s, v, gs) . b. use appropriate greetings at different time of the day (morning, afternoon, evening, bidding farewell) (u, s, v, gs)	• Comparing Chinese and Ugandan cultural conventions when meeting and greeting peers and adults at different time of the day, using pictures, words, role-play: • greet people in simple Chinese. - Nǐ hǎo! - 你好! - Hello! • greet people in Chinese politely. - Nǐn hǎo ! (Hello !) - 您好! • greet people in the morning - Zǎoshɑng hǎo (Good morning).。 - 早上好! • Say farewell to others. - Wǎn'ān (Goodnight)。 - 晚安! -Zàijiàn (Goodbye). 再见! - Xièxie (Thank you) 。 - 谢谢!	• Evaluate individual learner's competence in a dialogue or group work • Routinely check developing understanding/ use of greetings, classroom phrases during registration and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work, ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the task • Record listening and reading comprehension results. • Assess quality of products presentation against agreed and shared success criteria
ICT Integration : - For role-playing greetings, audio and video recordings and replay the video of people of different age groups greeting each other and learners imitate them as they dramatise		

SENIOR ONE: TERM 2

Theme 1: Introduction and acquaintance

Topic 1.2: Introduction of self and others 9 Periods

Competency: The learner understands cultural differences in relation to own country and community and those where the Chinese language is spoken on the following: Self introduction and the introduction of others.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. know a range of words and simple phrases for inquiring about someone's identity (k,u,s,v)	• In a dialogue, enquire about other people's name following the structure below: - Nǐ jiào shénme? /Nǐ jiào shénme míngzi? 你叫什么？/你叫什么名字？ What's your name? - Tā jiào shénme míngzi? 他叫什么名字？ What's his name? - Tā jiào shénme míngzi? 她叫什么名字？ What's her name?	• Complete a given dialogue inquiring about one's identity. • Conduct a dialogue where a learner A asks for the identity of learner B and the learner B responds by telling his/her name, nationality, place of residence. • Listen to/ watch audio or video text of native Chinese speakers talking

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
b. use a range of words and expressions for introducing oneself, stating name, town and country (k, u, s)	• Introduce oneself, responding to a friend's questions in a dialogue. e.g. Wǒ jiào… … 我叫… … My name is … • Listen to an oral text about self introduction and respond according to the text on the town and country you live in. • Work out in pairs how to use the 'rules' to pronounce and write the pinyin and characters of the words Uganda and China, using question and answer 'How is it said? Written in? • Practise introduction of oneself and others together in class and then in pairs. E.g. - Tā/tā jiào … … 他/她叫… … His/Her name is … • In paires, ask the nationality of other people and they tell you where they come from as they introduce themselves following the Chinese structures below: • Nǐ shì nǎ guó rén? 你是哪国人？ What's your nationality? • Tā/Tāmen shì nǎ guó rén？ 他/她（们）是哪国人？ What's their nationality? • Tā/Tāmen shì……（Wūgāndá rén） 他/她（们）是……（乌干达人）。 They are Ugandans. • Wǒ shì ……zhōng guó rén。 我是……（中国人）。 I am … (Chinese). • Tā/Tāmen shì……（Wūgāndá rén） 他/她（们）是……（乌干达人）。 They are Ugandans. • Wǒ shì ……zhōng guó rén。 我是……（中国人）。 I am … (Chinese).	about their identity and origine. • Read and match the information about someone with the person's name. •
c. use expressions to inquire the city or a place a person lives in (a, s, v, gs)	• Practise key phrases in a simple exchange of information with a partner until known by heart e.g. Asking about someone's living place.	• Read and match words/ẹxpressions to give

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	e.g.- • Nǐ zhù nǎlǐ ? 你住哪里? Where do you live? • Tā/Tā (men) zhù nǎlǐ? 他/她（们）住哪里？ Where do they live? • Wǒ zhù ……(Běijīng) 。 我住……（北京）。 I live in ... (Beijing) 。 • Tā/Tā (men) zhù…… （Kǎnpàlā） . 他/她（们）住……（坎帕拉。 They live in ... (Kampala). • In a role play, read aloud the Personal Promouns referering to I, You, and He/ ṣhe and then use them in a sentence pattern to ask where someone lives. The person then answers using the pronouns below. a) Singular forms 单数： wǒ nǐ tā 我 你 他、她、它 I you He/it/she b) Plural forms 复数： wǒ men nǐ men tā men 我们 你们 他们，它们,她们 we you they	meaning that the person A lives in the place/town B
ICT Integration : • Download vocabulary related to self-introduction on the internet.		

SENIOR 1: TERM 2

Theme 1: Introduction and acquaintance

Topic 1.3: Identification 9 Periods

Competency: The learner understands cultural differences in relation to own country and community and those where Chinese language is spoken on the following: self description and tell where one lives.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. use of the verb *to be* (*shì* 是*)* for appropriate introduction of oneself and others (k,u,s,v,gs)	, In pairs, engage in a dialogue, asking who someone is and the other person answers using the Chinese sentence structure below: • tā shì shuí？ 他是谁？ Who is he？ • tā shì shuí？ 她是谁？ Who is she？ • tā shì……（wǒbàba）. 他是……（我爸爸）。 He is…… (my father). • tā shì……（tāmāma）. 她是……（她妈妈）。 She is …… (my mother).	• In a role-play, the learner is tasked to introduce their friends to the class using the structure with the verb shì 是
b. use demonstrative pronouns to identify common objects used in everyday life. (k, u,s)	• Correctly identify and name familiar objects using demostrative pronouns following the Chinese language structures below in a dialogue. - zhè shì shénme？ 这是什么？ What is this？ - nà shì shénme? 那是什么？ What is that？ - Zhè/Nà shì……（shū、bǐ、zhuōzi、yǐzi）。 这/那是……（书、笔、桌子、椅子）。 • Work in pairs how to use the 'rules' to pronounce and write the demonstrative pronouns below using question and answer 'zhè / zhèr (这/这儿) shì…? nà/ nàr (那/那儿) shì…? • Listen to, pronounce, sing and practise the sounds of syllables or words where there is the negative adverb '**bù** 不 no/ not'	• Rewrite characters zhè 这 and 那 nà. • Fill in the blank spaces with zhè 这 or nà 那 to describe a given picture

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
c. count, pronounce, and write the characters of numbers from 1 to 10 in Chinese language (k,u,s, gs)	1. Listen to, pronounce and match numbers 1 to 10 to pictures. 2. Read the numbers below in Chinese and show the figure by gesture: yī 一 (1) èr 二 (2) sān 三 (3) sì 四 (4) wǔ 五 (5) liù 六 (6) qī 七 (7) bā 八 (8) jiǔ 九 (9) shí 十 (10)	3. Read and rewrite the Chinese characters of numbers below: yī 一 (1) èr 二 (2) sān 三 (3) sì 四 (4) wǔ 五 (5) liù 六 (6) qī 七 (7) bā 八 (8) jiǔ 九 (9) shí 十 (10)
d. Know what a measure word is and be able to use correctly the common measure words gè "个" in a simple Chinese sentence structure (k,u,s)	• In a dialogue, ask how many people (brothers and sisters, friends, …) you have/ someone has, using the measure words gè (个) following the sentence structures below : • Nǐ yǒu jǐgè gēge ? 你有几个哥哥? How many brothers do you have? • Tā yǒu jǐgè mèimei ? 她有几个妹妹? How many sisters does she have? • Wǒ yǒu liǎng gè gēge. 我有两个哥哥。 I have two brothers. • Tā yǒu yígè mèi mei. 她有一个妹妹。 She has one sister.	
e. distiguish between èr "二" and liang "两" in telling numbers in Chinese language (k,u,s)	• Read/listen to short sentences and identify the distinction between the use of "二" and "两" in sentence structure such as - 'Wǒ de fángjiān shì èr líng èr. (我的房间是 202.) My room number is 202. - wǒ yǒu liǎng gè gēge. 我有两个哥哥。 I have two brothers.	• Write sentences using èr and liang correctly.

ICT Integration :

- Using video recordings, show the gesture of the numbering from 1 to 10.

SENIOR 1: TERM 2/3
Theme 2: Social setting and building habits

Topic 1. 4: My family 9 Periods

Competency: The learner understands cultural differences in relation to own country and community and those where Chinese language is used basing on family.

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td>a. tell the relationships among members of nuclea and extended families in simple Chinese and introduce family members to others (k,u,s,v)</td><td>• In groups, using a photograph/ pictures, read and Practise talking about people in the picture, who are family members such as:
<table>
<tr><td>a) bàbɑ
爸爸
father</td><td>d) jiějie
姐姐
elder sister</td></tr>
<tr><td>b) māmɑ
妈妈
Mother</td><td>e) dìdi
弟弟
younger brother</td></tr>
<tr><td>c) gēge
哥哥)
elder brother</td><td>f) mèimei
妹妹
younger sister</td></tr>
</table></td><td rowspan="2">• Write a short passage introducing members of the family.
• Draw a family tree.
• Orally introduce your family members.
• Write dialogues according to the given pictures and act it in groups. One asks who someone is and the other answers.</td></tr>
<tr><td>b. Know the Chinese words used to inquire the relationships between members of the family (k,u,s,v)</td><td>• Read and write to complete a dialogue in which members of the familyare introduced following the Chinese language structure below:
- Zhè shì wǒ bàbɑ。
这是我爸爸。
This is my father.

• Nà shì wǒ māmɑ。
那是我妈妈。
That is my Mom.</td></tr>
<tr><td>c. know simple words and expressions to give and ask for infomation about family members politely. (k,u, s,v.gs)</td><td>• In a dialogue, ask for and reply positively to a question about the relationships between family members following the Chinese language structures below:
- Zhè shì nǐ gēge mɑ?
这是你哥哥吗？
Is this your elder brother?

- Shì，zhè shì wǒ gēge。
是，这是我哥哥。
Yes, this is my elder brother.

• Ask for and reply negetively to a question about the relationships between family members.
- Nà shì nǐ gēge mɑ?
那是你哥哥吗？
Is that your elder brother?</td><td>Listen to an oral test and answer the question by choosing shì 是 or bù 不</td></tr>
</table>

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	- Bù， nà bú shì wǒ gēge. 不，那不是我哥哥。 No, that is not my elder brother. • Write characters of some common words used to talk about family relations. • Listen, read and practise pronounciations of syllables of words related to family.	
ICT Integration: Use publishing software / word processor for drawing family tree.		

SENIOR 1: TERM 3

Theme 2: Social setting and building habits

Topic 1. 5: Food — 9 Periods

Competency: The learner knows how to respond and make simple requests about food in Chinese.

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td>a. recognise and use appropriate Chinese words, set phrases and questions related to food (k,u,s,v,gs)</td><td>• Listen, read and match the names of the common Chinese food and food that can be found in Uganda below with their pictures:
<table><tr><td>miànbāo
面包
bread</td><td>jī ròu
鸡肉
chicken</td></tr><tr><td>jīdàn
鸡蛋
egg</td><td>niú ròu
牛肉
beef</td></tr></table>• Using a chart, show a set of common Ugandan and Chinese foods and guide the learner to read the different name.</td><td rowspan="4">• Match the names of food with their pictures.
• In a role play, act as a waitstaff and ask for the custormer's choice of food/ drink. The teacher acts as the customer.</td></tr>
<tr><td></td><td>Read and rewite the characters of the names of some familiar fruits.
e.g.
<table><tr><td>mángguǒ
芒果

mango</td><td>píngguǒ
苹果
apple</td><td>xiāngjiāo
香蕉
banana</td></tr></table></td></tr>
<tr><td></td><td>Name some familiar drinks.
<table><tr><td>shuǐ
水
water</td><td>niúnǎi
牛奶
milk</td><td>kāfēi
咖啡
coffee</td></tr><tr><td>chá
茶
tea</td><td></td><td></td></tr></table></td></tr>
<tr><td>b. understand and use appropriate Chinese words to ask for and order a meal and a drink ((k, u, s, v, gs)</td><td>• Listen to a dialongue between the seller and a buyer of food in a restaurant or coffee house and repeat the dialogue that follow the structure below:
- Nǐ chī shénme?
你吃什么？
What do you eat ?

- Wǒ chī jīròu.
我吃鸡肉。</td></tr>
</table>

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
	- Nǐ hē shénme? 你喝什么？ What do you drink? - Wǒ hē kāfēi。 我喝咖啡。 I drink coffee. • Pactise the pronunciation of the Chinese sounds j, q, x. • In a role play, order food and drinks following the sentence structures below Express one's like for food、fruit and drink. - Wǒ xǐhuɑn niúròu。 我喜欢牛肉。 I like beef.	
c. use appropriate words to express one's likes and dislikes for food (the notion of like and dislike can be extended to other things other than food). (k, u, s, v, gs)	Listen to a dialogue between a waiter/weitree and a customer and identify the likes and dislikes of the customer. The dialogue should follow the structures below : Express one's like for food、fruit and drink. • Wǒ xǐhuɑn niúròu。 我喜欢牛肉。 I like beef. Express one's dislike for food, fruit and drink. • Wǒ bù xǐhuɑn miàntiáo。 我不喜欢面条。 I don't like noodles. • Following the correct Chinese character stroke order, write the character of the word xihuan 喜欢 • Practise the pronunciation of the initials like zh, ch, sh, r,	• Comple the dialogue according to the picture showing different types of food and drinks one likes or dislikes. • Read a loud about food and identify the likes and dislikes of the people mentioned in the passage.

Ict integration:

- Record a dialogue of a market situation using a sound recorder of a phone from You Tube and play it using a phone to the class.

SENIOR 1 TERM 3

Theme 2: Social setting and building habits

Topic 1.6: School life 9 Periods

Competency: The learner understands cultural differences so as to exchange information orally and in writing in relation to own country and community and those where Chnese is spoken, basing on school life.

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr>
<td>a. know the names of the subjects in Chinese and inquire/give information about the subjects taught at school (k, u, s, gs)</td>
<td>
Read aloud the names of subjects on the timetable in Chinese. The teacher guides on the correct pronunciation of the following subjects:
<table>
<tr><td>hànyǔ</td><td>kēxué</td></tr>
<tr><td>汉语</td><td>科学</td></tr>
<tr><td>Chinese</td><td>Science</td></tr>
<tr><td></td><td></td></tr>
<tr><td>yīngyǔ</td><td>shùxué</td></tr>
<tr><td>英语</td><td>数学</td></tr>
<tr><td>English</td><td>Mathemetics</td></tr>
<tr><td></td><td></td></tr>
<tr><td>fáyǔ</td><td>tǐyù</td></tr>
<tr><td>法语</td><td>体育</td></tr>
<tr><td>French</td><td>PE (Physical Education)</td></tr>
<tr><td></td><td></td></tr>
<tr><td>shèhuì</td><td>Wǒ yǒu tǐyù kè.</td></tr>
<tr><td>社会</td><td>我有体育课。</td></tr>
<tr><td>Social Studies</td><td>I have PE.</td></tr>
</table>
Listen to a passage and identify subjects mentioned in the passage
</td>
<td>

In groups translate the names of the current class timetable into Chinese.
Circulate during oral and written activities to check understanding and accuracy including pronunciation.
Evaluate contribution to pair and group work, ensuring participation of all learners over time.
Recite the days of the week
Read the timetable and match the days of the week with the subjects taught.
Draw a sketch map of the school and mark the various locations.
Associate the given numbers to the character.

</td>
</tr>
</table>

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
b. know the days of the week to understand the school routine (k,u,s,v,gs)	• In groups, listen to speakers of Chinese describing the activities (subject, room number, and teacher) and match the activities with the days in which they occur. • Using a model, discuss a timetable with a partner responding to questions and explaining which days of the week a given subject is taught by expressing the days of the week following the structure below: - Jīntiān xīngqī jǐ? 今天星期几？ What day is it today? - Jīntiān xīngqī sān. 今天星期三。 Today is Wednesday.	• Observe and note the learner's skills to apply ICT knowledge in writing a message and proberbly using the internet to send the message to you, the teacher.
	• Write a short message to inquire about school subjects offered using word processor following the structure below: - Nǐ yǒu shénme kè? 你有什么课？ What class do you have?	
c. know the names of various locations at school (k,u,s)	• Move as a class around the school, naming different places and facilities in Chinese using the sentences below - Zhè shì jiàoshì/bàngōngshì. 这是教室/办公室。 This is the classroom/office. - Nà shì cèsuǒ. 那是厕所。 That is the toilet.	
d. Use words and expressions used to ask for destination (u,s,v)	• In pairs, role-play a conversation between a stranger and a student who then helps the stranger to reach a target destination. The student asks the stranger and the stranger responds as follows: - Nǐ qù nǎr ? 你去哪儿？ Where are you going? - Nǐ qù cāochǎng ma? 你去操场吗？ Are you going to the playground?	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	- Wǒ bú qù cāochǎng. 我不去操场。 I am not going to the playground	
e. count numbers from 11 up to 25 in Chinese. (k,u,s,gs)	• Listen, repeat and practise counting numbers from 11 up to 25. Shíyī (11) shíèr (12) shísān (13) shísì (14) shíwǔ (15) shíliù (16) shíqī (17) shíbā (18) shíjiǔ (19) èrshí (20) • Write the pinyin and characters of the numbers from 11 to 25. • Use tongue twisters to improve the pronunciation of shì and shí	
ICT integration. Use Word Processor to type massages and send them using e-mail or SMS.		

SENIOR 1: TERM 3

Theme 2: Social setting and building habits

Topic 1.7: Telling Time 9 Periods

Competency: The learner responds to and makes simple requests about time in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. Uses the basic words and expressions used to ask politely and tell the time of the day (k, u, s, v, gs)	Listen to a dialogue about time and repeat the dialogue as the teacher guides in the writing of the pinyin and the characters of the following word time. • diǎn 点 o'clock • fēn 分 minute Read aloud simple texts about time and put the images in the correct order related to the following phrases: Ask about the time. • Xiànzài jǐ diǎn? 现在几点？ What's the time now? • Give the correct time. Xiànzài shíèr diǎn. 现在十二点。 It's 12 o' clock now. • In groups, read short phrases and underline the following adverbs of time, and use them to make sentences using pinyin. • zuótiān jīntiān míngtiān 昨天 今天 明天 yesterday today tommorow Exemple, *jintian xingqi ji ?* 今天星期几?	• Write a dialogue about age and date of birth. • In pairs talk about your birthday celebration • Evaluate the contribution to pair and group work ensuring coverage of all learners over time. • Listen to a passage about daily routine and match information on time with pictures depicting activities of the day • Record listening and reading comprehention results. • Design your birth certificate following a given format and assess products following given criteria. • Design a calendar of a given month.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. identify the date (k,u)	• In pairs, ask the date and the month following the structure below: - Jīntiān jǐ yuè jǐ hào? 今天几月几号？ What's the date today? • With the help of a calender, practise in pairs, the use of the structure to express the date and the month. - Jīntiān jǐ yuè jǐ hào? 今天几月几号？ What's the date today? - Jīntiān sān yuè ba hào. 今天 3 月 8 号。 Today is the 8th of March.	•
b. Use the correct words and expressions to inquire about the date of someone's birthday (k,u,s,v)	• Listen to the conversation of Chinese language speaking people about birthday and then express one's date of birth following the structure below. - Wǒ de shēngri shì yī yuè èrshísì hào. 我的生日是一月二十四号。 My birthday is on 24th January. • Listen to and recite and sing the birthday songs. • The learneris guided to look for information about birthday activities among both Chinese and Ugandan communities and discuss his/her findings	
b. ask and give information about one's age (k,u,s,v,gs)	• In pairs, ask and respond to question about one's age following the structure below： - Nǐ jǐ suì ? 你几岁？ How old are you? • Fill a given form with your personal information such as name, age, date of birth, gender,	
ICT Integration : • Use theInternet to download songs and use window media player to play existing CDs of birthday songs		

SENIOR 2 TERM 1
Theme 3: What affects daily life

Topic 2.1: Market — 9 Periods

Competency: The learner responds to and makes simple requests about market in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. ask and tell politely the prices of the goods in the market (k, u, s, v, gs)	• Listen to a number of people buying different goods in the market place and match to photos. • Listen to shopping conversations in supermarkets and shopping malls and note that main points and some details about how they express their requests as in the structures below: - Nǐ yào shénme? 你要什么？ What do you want? - Wǒ yào píngguǒ? 我要苹果。 I want apples. - Ask for price. Duōshǎo qián? 多少钱？ How much does this cost? - Tell price. èrshí kuài. 二十块。 Twenty yuan.	• Fill in the blank spaces with expressions like • Tài guì le. 贵了。 This is too expensive • Piányi diánr ba. 便宜点儿吧! Can I have a discount? Etc. • Write the shopping of your choice and discuss the list with a friend using the expressions below: • Píngguǒ zěnmeyàng? 苹果怎么样？ How are the apples? • State the quality of the goods. Píngguǒ hěn tián. 苹果很甜。 This kind of apple is very sweet. Mark tones on given words related to buying and selling.
b. ask and answer the questions on the quality of goods (k, u, s, v, gs)	• Role-play different transactions in the market adapting them by changing type of commodities and reasons for not buying such as the quality of goods following the structures below: - Píngguǒ zěnmeyàng? - 苹果怎么样？ - How are the apples? • **State the quality of goods.** - Píngguǒ hěn tián. - 苹果很甜。 - This kind of apple is very sweet.	
c. Use appropriately words and expressions used for bargaining. (k, u, s, v, gs)	• Work in groups using a dictionary, compile a list of possible words to be used to give reasons for not buying a particular good (too big, small, wide, expensive, bright etc.) The learners share and check the words and agree on a common list to be used in negotiating price such as:	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	- Tài guì le. 太贵了。 This is too expensive. - Piányi diánr ba. 便宜点儿吧! Can I have a discount? etc. • Complete a dialogue according to pictures provided about market situation. • In pairs, talk about buying and selling goods using words like - Tài guì le. 太贵了。 - This is too expensive - Piányi diánr ba. 便宜点儿吧! Can I have a discount?, etc	
ICT Integration: Download ' Pleco' application for Chinese English Dictionary on line and offline.		

SENIOR 2: TERM 1

Theme 3: What affects daily life

Topic 2.2: Weather 9 Periods

Competency: The learner responds to and makes simple requests about weather in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. use the common words and phrases used to describe weather (k, u, s, gs)	• Listen to the recorded weather focus of the previous day and tick on the following words if you hear them. - lěng - 冷 - Cold - fēng - 风 - Wind - tianqi - 天气 - rè - 热 - Hot - yǔ - 雨 - rain • write the pinyin of the words above that describe weather and read them. • In groups, talk about the weather using appropriate words. • In a dialogue, ask / describe the weather of the day bassed on the structure below: - Jīntiān tiānqì zěnmeyàng ? 今天天气怎么样？ What's the weather like today?	• Routinely check developing understanding/use of words related to different professions and as lessons progress. • Observe use of target language including applying clarification strategies when talking in pairs, in groups, playing games etc. • Circulate during oral and written activities to check understanding and accuracy of pronunciation and writing characters. • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed on at the beginning of the tasks. • Record listening and reading comprehension results.
b. use appropriate words and expressions to describe the weather in different seasons (k, u, s, gs)	• Look at the pictures provided and describe the weather following the structure below: - Jīntiān yǒu yǔ. 今天有雨。 It is raining today. • Read aloud seasons in both countries as shown in the chart below and identify Chinese words for varrious seasons as shown bellow: - hànjì - 旱季 - dry season - xiàtiān - 夏天 - Summer - yǔjì - 雨季 - rainy season - Qiūtiān - 秋天 - Autumn - chūntiān - 春天 - Spring - dōngtiān - 冬天 - winter • Compare words for seasons in Uganda and in China	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	• Listen to the recording about weather description and then repeat after the recording, emphasising the words that give one's opinion like "hěn 很 ...very，tài 太...so"based on the structure below: • Describe the weather. - Jīntiān hěn lěng. - 今天很冷。 - It's cold today. • Describe the weather in Uganda. - Kǎnpàlā bú tài rè. - (坎帕拉不太热。) - Kampala is not very hot.	

SENIOR 2: TERM 1

Theme 3: What affects daily life

Topic 2.3: Job and Careers 9 Periods

Competency: The learner responds to and makes simple requests about Tob and careers in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. identify different kinds of occupations (k, u, s, gs)	• Match key vocabulary related to the jobs below with work locations. Listen to people talking about their jobs and workplaces and match to pictures. Words for occupations. e.g. - yīsheng 医生 doctor - lǜshī 律师 lawyer - lǎoshī 老师 Teacher - hùshi 护士 nurse - jǐngchá 警察 police officer - nóngmín 农民 farmer - lǎoshī 老师 teacher - gōngchéngshī 工程师 engineer • Work in pairs and secretly choose a job and guess what it is by asking prepared questions using the following structure: - Ask someone's occupation. *Nǐ shì bu shì lǎoshī ?* 你是不是老师? Are you a teacher? - Tell someone's occupation. Wǒ shì lǎoshī. 我是老师。 I am a teacher. • Read short dialogue about work routines and workplace. In pairs, match the person in the pictue to the place of work and ask the friend to talk about the work following the structure below: - Ask someone's place of work. Tā zài nǎr gōngzuò ? 他在哪儿工作? Where does he work ? - Tā zài yīyuàn gōngzuò. 他在医院工作。)	• Routinely check developing understanding/use of words related to different professions, and as lessons progress. • Observe use of target language including applying clarification strategies when talking in pairs, in groups, playing games etc. • Circulate during oral and written activities to check understanding and accuracy of pronunciation and writing characters. • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed on at the beginning of the tasks. • Record listening and reading comprehension results.

	He works in the hospital.	
b. use appropriate expressions to state one's desired career (k, u, s, v, gs)	• Work in pairs to express preferences for some jobs in a list, asking one's prefered jobs using the following structure: - Nǐ xiǎng dāng shénme ? 你想当什么？ What are you going to be? - Express one's preferred job. Wǒ xiǎngdāng gōngchéngshī. 我想当工程师。 I'd like to be an engineer. • Read a text about future plans with regard to jobs. In groups express your interest about future carreer using some words and expression you have identifies in the passage such as: - Nǐ xiǎng dāng shénme ? 你想当什么？ • Choose a job you admire and say why and ask a friend if he/she likes it. • Guide learners to rewrite the following characters following the correct stroke order *dang* 当、 *lao* 老、shi 师、yi 医、sheng 生	
ICT Integration : - Guide the learner to use the Internet to show the strokes of writing Chinese characters in https://www.youtube.com/watch?v=sLkE-upH3Ak.		

SENIOR 2: TERM 1
Theme 4: Relaxation

Topic 2.4: Hobbies 9 Periods

Competency: The learner responds to and makes simple requests about hobbies in the Chinese.

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td>a. know different sporting activities that people engage in (k, u, s, gs)</td><td>• Ask learners to mention the sports they like in the language they know best. Ask them to explain
• Listen, repeat and practise the pronunciations of the types of sports shown on the chart below:
<table><tr><td>- zúqiú</td><td>- yóuyǒng</td><td>- tiàowǔ</td></tr><tr><td>- 足球</td><td>- 游泳</td><td>- 跳舞</td></tr><tr><td>- football</td><td>- swim</td><td>- dance</td></tr><tr><td>-</td><td>-</td><td>-</td></tr><tr><td>- lánqiú</td><td>- chàng gē</td><td>- yīn yuè</td></tr><tr><td>- 篮球</td><td>- 唱歌</td><td>- 音乐</td></tr><tr><td>- basketball</td><td>- sing</td><td>- music</td></tr></table></td><td rowspan="3">• Write down the pinyin of the different kinds of sport.
• Match the given pictures of some sports to their respective names.
• In groups or pairs, prepare and present a dialogue about personal hobbies.
• Read the passage and answer questions accordingly
• Write characters of selected words
• Write down the pinyin of the different kinds of sport.
• Match the given pictures of some sports to their respective names.
• In groups or pairs, prepare and present a dialogue about personal hobbies.
• Read the passage and answer questions accordingly.
• Writing characters of selected words.</td></tr>
<tr><td rowspan="2">b. ask and give information about one's hobbies (k, u, s, v, gs)</td><td>• Read the passage about sports and list down the hobbies mentioned in the passage.

• Listen to the recording and identify the words used to ask and respond to questions about one's hobbies like 'aihao 爱好'。Follow the structure bellow:
• Nǐ de àihào shì shénme ?
(你的爱好是什么？)
What is your hobby?

- State one's hobbies or interests.
Wǒ de àihào shì yóuyǒng.
(我的爱好是游泳。)
My hobby is swimming.

• Recognize the simple Chinese characters from a passage about hobbies and write the characters such as "aì 爱 and hào 好"</td></tr>
<tr><td>• Work in pairs to inquire about your friend's feelings towards particular hobbies and identify words used to show someone's likes, following the structures bellow:

- Nǐ xǐhuan shénme ?
你喜欢什么？
What do you like?

- Wǒ xǐhuan chànggē 。
我喜欢唱歌。
I like singing.

- Nǐ xǐhuan zuò shénme ?
你喜欢做什么？
What do you like to do?</td></tr>
</table>

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	- Wǒ xǐhuan tīng yīnyuè 。 我喜欢听音乐。 I like listening to music. - Nǐ xǐhuɑn lánqiú mɑ ? (你喜欢篮球吗 ?) Do you like basketball?	
c. express one's feelings about a particular hobby (k, u, s, v, gs)	• Use appropriate expressions attached to particular sports like"dǎ 打 and tī 踢", following the structures bellow: - wǒ xǐhuɑn da lánqiú. (我喜欢打篮球。) I like playing basketball. - Wǒ bù xǐhuɑn dǎ lánqiú，wǒ xǐhuɑn tī zúqiú. 我不喜欢篮球，我喜欢踢足球。 I don't like playing basketball, but I like playing football.	
d. express interest about TV programmes or films (k, u, s, v, gs)	• In groups, ask one's feelings about TV programs or films and express one's feelings using words like "有意思。youyisi"as seen in the structures bellow: . Diànyǐng zěnmeyàng? 电影怎么样? How is the movie? . Diànyǐng hěn yǒuyìsi. 电影很有意思。 • The film is very interesting.	
e. express interest in particular careers (k, u, s, v, gs)	• Listen to the recording, identify and write down the pinyin of the careers heard in the recording. • Read the dialogue about future career plans and practise it with a partner; following the structure bellow. - Wǒ xǐhuɑn zúqiú, wǒ xiǎng zuò qiúxīng. 我喜欢足球，我想做球星。 I like football. I want to be a football star.	

SENIOR 2: TERM 1

Theme 4: Relaxation

Topic 2. 5: Transport 9 Periods

Competency: The learner responds to and makes simple requests transport in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. identify and name correctly various types of transport (k,u, s, gs)	• In groups, read a dialogue and underline the following means of transport. **-qìchē** 汽车 automobile **-fēijī** 飞机 Plane **-chēzhàn** 车站 Station **-huǒchē** 火车 train **-gōnggòng** qìchē 公共汽车 Bus **-jīchǎng** 机场 airport **-zìxíngchē** 自行车 Bike • In groups, talk about the popular means of transport in Uganda and China following the structure below: -Zhè shì **g**ōn**gg**òn**g** qìchē. 这是公共汽车。) This is bus. • In a dialogue, ask and give direction to a place following the structure below: -Xuéxiào zài n**ǎ**r? 学校在哪儿?	• Complete the dialogue according to the given pictures correcponding to the different means of transport. • Listen to the recording and answer true or false, questions about the different means of transport mentioned in the recording. • In groups, make a dialogue according to the given pictures, memorise the dialogue and dramatise it. • Match the given pinyin to the characters. • Rewrite characters related to the means of transport and read them aloud following appropriate tone. • In a role-play, act as a traveller and a friend the ticket seller. Interact with the seller of the ticket on th buying and selling of the ticket. Take two minutes to interact.

<table>
<tr>
<td>b. ask and tell politely about the vehicles people choose when they go to certain places (k, u, s, v, gs)</td>
<td>
Where is your school?

Give directions about a place.
-Xiàng zuǒ zǒu.
向左走。
Turn left.

• In groups, listen to a dialogue about asking for the appropriate means of transportation to a place using the sentence structure below and repeat the dialogue.
-Nǐ zěnme qù xuéxiào?
你怎么去学校？
How do you go to school?

• Express the means of transportation to a place.
-Wǒ qí zìxíngchē qù xuéxiào.
我骑自行车去学校。
I go to school by bike.

<table>
<tr><td colspan="3">Words for directions.</td><td></td></tr>
<tr><td>dōngb iān</td><td>Nán biān</td><td>xībiān</td><td>běibiān</td></tr>
<tr><td>东边</td><td>南边</td><td>西边</td><td>北边</td></tr>
<tr><td>east</td><td>South</td><td>West</td><td>north</td></tr>
</table>
• Listen to a dialogue and repeat the sentences used to inquire the location of traffic station following the structure below.
-Fēijīchǎng zài nǎr?
飞机场在哪儿
Where is the airport?

• Read aloud a dialogue about asking for information pertaining to ticket sales and practise asking to pay for using the expression below:
-Qǐngwèn，yǒu qù Kǎnpàlā de chēpiào ma?
请问，有去坎帕拉的车票吗？
May I ask: is there a ticket to Kampala?
</td>
<td></td>
</tr>
<tr>
<td>c. use appropriate words and expressions to inquire about traffic station (k, u, s, v, gs)</td>
<td>
Read the dialogue about asking the price of a ticket following the structure below and underline the words expressing 'how much' in the dialogue
-Duō shǎo qián yìzhāng piào?
多少钱一张票？
How much is a ticket?

• In a dialoque use the expression below to ask for the transport fare to go to a given place by bus.
-Duō shǎo qián yìzhāng piào?
多少钱一张票？
How much is a ticket?
</td>
<td></td>
</tr>
<tr>
<td colspan="3">Ict integration
- Play a dialogue using video recording and similations</td>
</tr>
</table>

SENIOR 2: TERM 2
Theme 4: Relaxation
Topic 2.6: Travel and Tourism 9 Periods

Competency: The learner responds to and makes simple requests about travel and tourism in the Chinese

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a) Use language related to various tourist attractions in Uganda(u, s, v, gs)	• Identify and name the various tourist attractions and wonders in your country and express them in Chinese like: - Wéiduōlìyà Hú 维多利亚湖 Lake Victoria - Níluó Hé 尼罗河 River Nile - guójiā gōngyuán 国家公园 national park - dòngwùyuán 动物园 zoo • Using the map of Uganda, guide the learner to mark and name the popular tourism sites.	• Ask the learner to give direction to different places in and around the school orally and in writing such as library, dormitory and offices. • Draw the map of Uganda and on it mark and name various tourism sites in Chinese. • Complete the dialogues about people asking for direction • Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work, ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed on at the beginning of the tasks • Record listening and reading Comprehension results. • Assess quality of products: family tree, identity card; presentation against agreed and shared success criteria
b) Understand words used to describe describe tourist sites(u, s, v, gs)	• Read and understand the text about tourism sites in Uganda and pick out words and phrases that describe the tourist sites mentioned as shown bellow: - Wéiduōlìyà Hú hěn piàoliang. - 维多利亚湖很漂亮。 - The Lake Victoria is very beautiful.	
c) Use common words and phrases used to ask and give information about location of tourists sites (k, u, s, v, gs)	• Read, understand and repeat the dialogue between a stranger and a native of a given place helping him/her to get to a particular destination based on the structure bellow:	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	Dòngwùyuán zài nǎ li? (动物园在哪里？) - Where is the zoo ? - Tell the location of a person or a place. - Dòngwù yuán zài nánbian. (动物园在南边。) - The zoo is in the south. - Ask for the distance of a place. - ……yuǎn bu yuǎn? (远不远？) - How far is it ? • Read the text and note the words that talk about distance between different locations. Pay attention to the following structure. - Bù yuǎn，hěn jìn. (不远，很近。) - It is not far, very near. - Ask direction. - Qù chēzhàn zěnme zǒu? (去车站怎么走？) - How can I get to the car station? • Listen to a dialogue about a person asking for direction to a place and pick out words and phrases used to give direction. For example - Qù chēzhàn zěnme zǒu? (去车站怎么走？) - How can I get to the station? - Zhí zǒu, yòu guǎi. (直走，右拐。) Go straight and turn right.	

SENIOR 2: TERM 2
Theme 4: Relaxation

Topic 2. 7: Friends — 9 Periods

Competency: The learner responds to and makes simple requests about friend in the Chinese.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. use the common words and phrases used to ask and give personal information **(k, u, s, v, gs)**	• In pairs, brainstorm and talk about personal information with your friends, stating the name, age and other related information following the structure below. a. Tell one's surname. Wǒ xìng mǎ，wǒ jiào Mǎlì. 我姓马，我叫马丽。 My surname is Mǎ. My name is Mǎlì. b. Ask age of a teenager. Nǐ duō dà? 你多大？ How old are you? c. Tell age. Wǒ shísì suì. 我 14 岁。 I am 14 years old.	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate the contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed on at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products
b. Use the correct words and expressions to ask and give information about self / friends(k, u, s, v, gs)	• Work with a partner to exchange personal information using set questions following the structure below. - mark the new words "*pengyou* 朋友 *hui* 会 *bi* 比 ma 吗 *ye* 也 *shui* 谁 " - Get information from your friends. 他是我朋友。 Tā huì shuō Hànyǔ mɑ? 他会说汉语吗？ Can he speak Chinese? - Tā huì shuō Hànyǔ. 他会说汉语。 He can speak Chinese. - Nǐ huì shuō Fáyǔ ma？ 你会说法语吗？ Can you speak French? - Wǒ huì shuō Fáyǔ， wǒ yě huì shuō Sīwǎxī lǐyǔ 。 我会说法语，我也会说斯瓦西里语。 I can speak French. I can also speak kiswahili. e.g Ta shi shui?	

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td></td><td>他是谁？
Who is he?
- Nǐ huì shuō Hànyǔ ma?
你会说汉语吗？
Can you speak Chinese?
- Wǒ de péngyou bǐ wǒ dà.
我的朋友比我大。
My friend is older than me.
- Tā bǐ wǒ gāo 。
她比我高。
She is taller than me
- Tā shì shuí?
她是谁？
Who is she?</td><td></td></tr>
<tr><td>c. use appropriately words to speak about one's daily routine(k, u, s, v, gs)</td><td>• List down some of your daily activities from morning to evening and say them in Chinese.
Words for daily activities include:
<table><tr><td>qǐchuáng</td><td>chīfàn</td><td>shàngkè</td></tr><tr><td>起床</td><td>吃饭</td><td>上课</td></tr><tr><td>get up</td><td>have a meal</td><td>have a class</td></tr><tr><td></td><td></td><td></td></tr><tr><td>shàngxué</td><td>shuìjiào</td><td>fàngxué</td></tr><tr><td>上学</td><td>睡觉</td><td>放学</td></tr><tr><td>go to school</td><td>to sleep</td><td>after school</td></tr></table></td><td></td></tr>
<tr><td></td><td>• In pairs or groups, ask and give information about your daily activities from morning to eveining, following the structure below. (pay attention to ji dian 几点， meitian 每天
- Nǐ jǐ diǎn qǐchuáng?
你几点起床？
What time do you get up?</td><td></td></tr>
<tr><td></td><td>• Describe orally one's daily activities.
- Wǒ měitiān liù diǎn qǐchuáng.
- 我每天六点起床。
- I get up at 6 .00 a.m eveyday.

• Write a few sentences about yourself or your friend / partner, giving their daily activies and read them aloud to the class.</td><td></td></tr>
<tr><td>d. ask and give information about daily activies (k,u,s,)</td><td>• Individually write five sentences, to describing your daily activities in pinyin and read it to the rest of the class.</td><td></td></tr>
</table>

SENIOR 2: TERM 3
Theme 5: Owning property

Topic 2.8: My House 9 Periods

Competences: The learner responds to and makes simple requests in the Chinese about issues in the house.

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td>a. describe one's house/ any other property (k, u, s)</td><td>Listen and repeat with correct tones the following words for house and objects in the house.
<table>
<tr><td>fángjiān (房间) room</td></tr>
<tr><td>chúfáng (厨房) kitchen</td></tr>
<tr><td>kètīng (客厅) sitting room</td></tr>
<tr><td>Diànshì (电视) television</td></tr>
<tr><td>bīngxiāng (冰箱) fridge</td></tr>
<tr><td>kōngtiáo (空调) air conditioner</td></tr>
<tr><td>Shāfā (沙发) sofa</td></tr>
<tr><td>Zhuōzi (桌子) desk</td></tr>
<tr><td>yǐzi (椅子) chair</td></tr>
<tr><td>chuáng (床) bed</td></tr>
</table>

• In groups, describe one's room to others following the structure below:
- Wǒ de fángjiān hěn dà.
我的房间很大。
My room is very big.

• Listen to and write the prepositions below:
- Shàng (上) on
- xià (下) under
- lǐ (里) inside
- wài (外) outside</td><td rowspan="2">• Fill in the blank spaces with the following prepostions: shàng 上、xià 下，l i 里; waì
• Match the pinyin of the names of the household items to their characters.
• Write the characters of the given prepositions.
• Using pinyin describe some of the household items in the house
• In a dialogue, ask and give information about what is in your house.
• A friend is in your home to pick some thing. He asks you where the object is. Write a short massage to direct him where to pick the object.
• Describe the arrangement of items in your house.</td></tr>
<tr><td>b. describe the arrangement of furniture in the house. (k, u, s, gs)</td><td>• Look at the picture and use the sentence structure below to discribe the arrangement of furniture in your house.
- Wǒ de fángjiān yǒu zhuōzi hé yǐzi.
我的房间有桌子和椅子。
There are chairs and tables in my room.

• Tell the position of an object in the house as shown in the picture. (Location of objects):
- Zhuōzi shàng yǒu yìxiē shū.
桌子上有一些书。
There are some books on the table</td></tr>
<tr><td colspan="3">ICT integration :
- Record how the names of rooms are pronounced from YouTube in your phone and play it in class for the learner to repeat.</td></tr>
</table>

SENIOR 3: TERM 1

Theme 5: Owning property

Topic 3.1: Shopping 14 Periods

Competency: The learner responds to and makes simple requests in the Chinese bout shopping.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. identify and appropriately use names of the common goods in the market, shop, supermarket (k, u, s,)	• Listen, pronounce and read the names of the following goods on the purchasing list: - bǐ (笔) pen - shūbāo (书包) schoolbag - xiàngpí (橡皮) rubber - běnzi (本子) notebook - yīfu (衣服) clothes - xié (鞋) shoes - kùzi (裤子) trousers - wàzi (袜子) socks - zhī (支) measure word - jiàn (件) measure word - tiáo (条) measure word - shuāng (双) measure word - píng (瓶) measure word	• Lable the given goods by matching the picture of the goods with their names in characters • Write the measure words for the different items below using both pinyin and characters. - shūbāo (书包) schoolbag - xiàngpí (橡皮) rubber - běnzi (本子) notebook - yīfu (衣服) clothes - xié (鞋) shoes - kùzi (裤子) trousers - wàzi (袜子) socks • In pair, discribe the different shopping items you would like to buy in the market. Ex. wo yao mai yi jian yifu 我要买一件衣服 (I want to buy a dress). • Record the listening and reading comprehension. • Involve the learner in self and peer assesment using success criteria agreed upon at the beginning of the tasks
c. ask and tell the price of different goods in a shop or market. (k, u, s, v, gs)	• Write a shopping list and read it aloud to a shopkeeper following the structure below: e.g. Wǒ yào mǎi yí gè běnzi. 我要买一个本子。 I want to buy a notebook. • Listen to and repeat a recording of a text about words for currency in Uganda and China and answer yes or no question about money and the currecy such as: xiānlìng (先令)Shilling rénmínbì (人民币) RMB yuán (元) the monetary unit of China qián 钱	
d. use adjectives appropriately to talk about quality or price of different goods (k, u, s, v, gs)	• Read a dialogue between the buyer and the seller asking and telling the prices of goods. Underline the words below and read them aloud : i. duōshao qián？ ……多少钱？ How much is……？ ii. Liǎng bǎi xiānlìng. 两百先令。 It costs two hundred kwacha. • Role-play in pairs a buyer and a seller asking and telling the price of the goods in a	

	market. The teacher acts as the seller. You ask the price of goods you want using the given structure below and the measure words below: - *Yi zhi bǐ duo shao qián?* - 一支笔 多少钱？ - How much is a pen? - zhī (支) measure word - jiàn (件) measure word - tiáo (条) measure word - shuāng (双) measure word - píng (瓶) measure word • Listen, repeat and write a dialogue in which there is expression of admiration of the quality of different goods following the structure below: - Zhè tiáo qúnzi zhēn piàoliang. - 这条裙子真漂亮。 - This dress is really beautiful. • Match the picture of given commodities lebelled with their prices to express supprise for the price of the goods following the structure below: - Zhè shuāng xié zhēn piányi. - 这双鞋真便宜。 - This pair of shoes is very cheap. • In groups of four, find the words to express disappointment over quality of goods. And use them to express diappointment following the structure below: - Mángguǒ bú tài xīnxiān. - 芒果不太新鲜。 - The mangos are not fresh. • Write a short message to express surprise for the price of goods. - Zhè tiáo qúnzi tài guì le. - 这条裙子太贵了。 - This dress is too expensive.	
a. count from numbers 100 to 1,000 (k,u,)	• Read the prices of goods ranging from 500 shillings to 5,000 shillings in the local currency following the structure below. - *Wǒ qián* • Match the character to the given numbers from 100 to 5000. • Read the prices in Uganda currecy.	
ICT integration: Use the Internet to search for words expressing disappointment and surprise		

SENIOR 3: TERM 1

Theme 6: Taking care of sustainable life (Part 1)

Topic 3.2: The Environment — 14 periods

Competency: The learner responds to and makes simple requests in the Chinese about the environmrnt.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. describe the weather (u,s)	- Listen to recording of a text talking about environment. Repeat the following new words about environmen: - qíngtiān (晴天) sunny day - yīntiān (阴天) cloudy day - shān (山) mountain - hé (河) river - hǎi (海) sea - hú (湖) lake - shù (树) tree - cǎo (草) grass - dàxiàng (大象) elephant - shīzi (狮子) lion - bānmǎ (斑马) zebra - xióngmāo (熊猫) panda - yùmǐ (玉米) maize - shuǐdào (水稻) rice	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc. • Circulate during oral and written activities to check understanding andaccuracy including conjugations and pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess products: descriptions, weather report, contribution of every learner in group work. • Match the seasons to the countries
b. Use appropriate words and expressions to talk about seasons (k,u,s,v)	• In groups, read a short passage about seasons and identify the seasons mentioned in the text. • In pairs, describe the current weather condition following the structure below: - Jīntiān shì qíngtiān. - 今天是晴天。 - Today is a sunny day. • In groups, talk about seasons in Uganda and China following the structure below. - Wūgāndá yǒu liǎng gè jìjié，hànjì hé yǔjì. - 乌干达有两个季节，旱季和雨季。 - There are two seasons in Uganda, dry and rainy. - Zhōngguó yǒu sì ge jìjié, chūn, xià, qiū, dōng. - 中国有四个季节，春、夏、秋、冬。 - There are four seasons in China, spring, summer, autumn, winter.	
b. name different geographical features of Uganda and China (k, u, s, v, gs)	• Using the map of Uganda, talk about different geographical features in Uganda. - Wūgāndáyǒu fēizhōu zuì měilì de hé. - 乌干达有非洲最美丽的河。) - Uganda has the most beautiful river in Africa.	

a. name different animals (domesticated & wild) (k,u)	• Using a chart describe different animals in the picture. - Dàxiàng shì zuì dà de dòngwù. - 大象是最大的动物。 - Elephants are the biggest animals.	
b. describe one's immediate environment (k,u,s)	• Use the following adjective 'clean' and 'dirty' to describe your environment following the structure below. - Zhèli hěn gānjìng. - 这里很干净。 - It's very clean here.	
ICT integration : - Using one Internet guide, the learner uses Google map to show geographical features in Uganda.		

SENIOR 3: TERM 2
Theme 6: Taking care of sustainable life (Part 1)
Topic 3.3: Health 14 Periods

Competency: The learner responds to and makes simple requests in the Chinese about health.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a) recall and use a range of words, set phrases and questions related to physical exercises (k,u,s,gs)	• Read aloud the new words in a given topic and recognise characters of the new words. • Use common words used in in sports, for example: - pǎobù (跑步) running - yóuyǒng (游泳) swimming - sànbù (散步) walking - dǎqiú (打球) playing a ball game - tàijíquán (太极拳) Taiji • Listen to a recording about different types of sports Chinese like playing and write down the pinyin of the sport activities and some phrases you hear following the structure given below: - Wǒ chángcháng dǎ tàijíquán. - 我常常打太极拳。 - I often play Taiji.	• In a role-play present the situation at the hospital bringing out the likely discussion between a new patient and a doctor. Use learnt Chinese vocabulary. • Match the given pictures depicting different forms of illnesses or diseases to their respective names in Chinese • Listen and write down the pinyin and characters of some selected sicknesses • Write a short text about signs / symptoms of a given sickness and say how it can be treated or managed
b) use words and expressions to describe illness/ sickness now or in the past, explaining what happened, when it happened, its cause and outcome (k, u, s, gs)	• Read aloud a given text about sickness and identify key words used to talk about illness like 感冒gǎnmào flue，发烧 fāshāo fever，冷热病lěngrèbìng malaria • Use the given vocabulary to express one's feeling about a certain disease, based on the structure below: - Wǒ gǎnmào le. - 我感冒了。 - I have caught cold. • Listen to a dialogue between a doctor and a patient and take note of the words and phrases the doctor tells the patient like 药yào - Yìtiān liǎngcì，yícì liǎng piàn. - 一天两次，一次两片。 - Take two tablets twice a day.	
c) use appropriate vocabulary and expressions to talk about healthy and food habits	• Recognise the pictures on the chart and read aloud the names on the picture, practise with a partner to improve on the tones. • Read the text about healthy foods and identify the different foods, fruits, vegetables and phrases used to talk about eating habits based on the structure below: - Duō chī shūcài. 多吃蔬菜。	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	Eat more vegetables. - Duō chī shuǐguǒ. 多吃水果. Eat more fruits. - Fàn qián xǐshǒu. - 饭前洗手。 Wash hands before meals.	

SENIOR 3: TERM 3
Theme 6: Taking care of sustainable life (Part 1)

Topic 3.4: Fashion 14 Periods

Competency: The learner responds to and makes simple requests in the Chinese fashon.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
d. express feelings of different colours of objects ((k, u, s, v, gs)	• Listen to a text about colours and identify the colours mentioned below: hóngsè (红色) red báisè (白色) white lánsè (蓝色) blue • In groups of four express your likes and dislikes for different colours. e.g. Wǒ xǐhuan báisè de qúnzi. 我喜欢白色的裙子。 I like the white dress. • Read a short passage talking about different types of clothes and construct sentences using the following words below. - xiàofú (校服) school uniform - yùndòngfú (运动服) sprotswear - qúnzi (裙子) dress/skirt - duǎnkù (短裤) shorts - qiúxié (球鞋) sneakers	• Circulate during oral and written activities to check understanding and accuracy including describing colours. • Observe use target language when expressing likes and dislikes for different colours. • Evaluate contribution to pair and group work ensuring participation of all learners. • Record listening and reading comprehension results. • Involve the learner in self and peer assessment using criteria agreed upon at the beginning of the tasks.
e. give one's opinion about the colours of school uniforms without harting someone (k, u, s, v, gs)	• Using a chart, match the different uniforms to the colours given below: - báisè de xiàofú 白色的校服 white uniformsss - lánsè de xiàofú 蓝色的校服 blue uniforms • In pairs, express opinion about the colours of school uniform using the sentence structure below: - Tāmen hóngbáisè de xiàofú tài xiānyàn le. - 他们红白色的校服太鲜艳了。 - Their red and white school uniform is too bright.	

SENIOR 3: TERM 2

Theme 6: Taking care of sustainable life (Part 1)

Topic 3.5: Entertainment   14 Periods

Competency: The learner responds to and makes simple requests in the Chinese entertainment.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a) recognise and use a range of vocabulary used to describe the various forms of entertainment for young people (k, u, s, v, gs)	• Listen to a recording about different kinds of entertainment people prefer and write down in pinyin some of the preferences of people. • Read aloud the new words in a given topic and write down the Chinese characters of key words used in entertainment like 音yīn and yuè乐 and construct sentences using selected words as shown in the structure below. - Nǐ xǐhuɑn tīnɡ shénme yīnyuè? 你喜欢听什么音乐？ What music do you like to listen to? - Wǒ xǐhuɑn liúxínɡ yīnyuè. 我喜欢流行音乐。 I like pop music.	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve learners in self and peer assessment using success criteria agreed at the beginning of tasks • Record listening and reading Comprehension results. • Assess quality of products: family tree; identity card; presentation against agreed and shared success criteria
b) use words and expressions to talk about one' s hobbies/ forms of entertainment(k, u, s, v, gs)	• Match sports to celebrities (pictures or names). Play games in groups to memorise key questions and phrases based on the structure below: - *wán yóuxì (玩游戏) play games* *xiàqí (下棋) play chess* • *páshān (爬山) climb mountain* • In groups, view a Chinese movie or film about sports and practise with your partner the common phrases used to ask someone his/her favourite sport and how it is played based on the following structure: - Nǐ zuì xǐhuɑn shénme yùndònɡ? 你最喜欢什么运动？ What's your favorite sport? • Ask how to play games. - Nǐ huì xià Zhōnɡɡuó xiànɡqí mɑ? 你会下中国象棋吗？ Do you know how to play Chinese chess?	

ICT integration:

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
Guide the learner to download the names of various types of intertainment using the Internet and read the names aloud after playing and listening to the recording.		

SENIOR 3: TERM 3

Theme 6: Taking care of sustainable life (Part 1)

Topic 3.6: Media 14 periods

Competency: The learner responds to and makes simple requests in the Chinese about media.

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Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. understand words and expressions used to name and discuss TV and radio programmes (u, s, v, gs)	• Listen to a recoded text about media and identify the media types mentioned below: read the words aloud - diànshì (电视) television - diànyǐng (电影) film - yīnyuèhuì (音乐会) concert - qiúsài (球赛) ball game • In a role-play, the teacher acts as a journalist and interviews the learner. The learner talks about TV and radio programmes following the structure below: - Nà chǎng zúqiúsài hěn jīngcǎi. 那场足球赛很精彩。 The football game was interesting.	• Routinely observe and check developing understainding spontaneous use of target language. • Work in groups to describe favourite TV progeramme, film or music, dapting set phrases. • Read short reviews and complete true\false statements or answer to the given questions. • Record listening and reading comprehension. • Match TV programmes, music and film types to pictures given.
b. discuss favorite movies and actors ((k, u, s, gs)	• In groups, discuss favourite movies following the structure below: - Wǒ méi kàn guò nà gè diànyǐng. 我没看过那个电影。 I have never seen that movie before.	
c. use appropriate words and expressions, and then talk about advertisement (k, u, s, gs)	• Listen to the Chinese giving their opinion about a given radio or TV programmes. Repeat some of the sentences they use to express their opinions about advertisements and give reasons why they like or dislike the programme. - Zhè ge guǎnggào hěn piàoliang， suǒyǐ wǒ hěn xǐhuan. 这个广告很漂亮，所以我很喜欢。 The advertisement is very beautiful, so I like it very much.	
ICT integration : - Use the Internet to view CCTV and discuss the programme you like/ dislike		

SENIOR 3: TERM 3
Theme 7: Meaningful Movement

Topic 3.7: Travel 14 periods

Competency: The learner responds to and makes simple requests in the Chinese about travel.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. know word, expressions and skills of narrating one's travel experience (k,u,s)	• In groups, read a short text about travel and identify words and expressions used to say what is in the past. Then use those expressions to inquire or narrate one's travel experience following the structures below: - Nǐ **qù guo** Kǎnpàlā ma? 你去过坎帕拉吗？ Have you been to Kampala before? - Tell others one's experience. Wǒ méi qùguo Ēndépéi. 我没去过恩德培。 I haven't been to Entebbe before. • In groups, read a short passage and investigate the differences betwen the expression of present and the past. • Rewrite a short passage about someone's travel experiences and fill in the missing verbs with expressions in the past tense.	• Write a short story of five lines to narrate one's travel to a given place. Indicate three new things one saw • Routinely observe and check developing understanding/spontaneous use of target language • Circulate during oral and written activities to check understanding and pplication of learnt rules to improve accuracy • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess products: plan, description, presentation against agreed and shared success criteria.
b. use appropriate words and expressions to give useful suggestions on domestic travel (k, u, s, v, gs)	• Listen to or watch a video of someone who is giving suggestions on a domestic travel. Underline words and expressions used to give the suggestions. Then use the expression to give useful suggestions to others on domestic travel following the structure below: - Nǐ kéyǐ zuò dàbā qù Ēndépéi. 你可以坐大巴去恩德培。 You can go to Entebbe by bus. - Nǐ zuìhǎo yǔjì de shíhou kàn dàpùbù. 你最好雨季的时候看大瀑布。 You'd better go to see the big fall during rainy season. - Nǐ zuìhǎo qiūtiān de shíhou qù Běijīng. 你最好秋天的时候去北京。 You'd better go to Beijing in autumn.	
c. use appropriate words and expressions to compare two places in given aspects, including buildings and distance (k, u, s, gs)	• Read sentences talking about the distance between two places and practise sentences that follow the structure below. - Zhèli lí Ēndépéi hěn jìn. 这里离恩德培很近。 Is Entebbe near from here?	

	• Explore strategies to memorise grammar on comparision, and in groups empare two places following the structure below: - Nàge pùbù bǐ zhè ge pùbù dà. 那个瀑布比这个瀑布大。 That fall is bigger than this one.	
ICT integration: Search for extra reading materials on Chinese grammar.		

SENIOR 3 TERM 3

Theme 7: Meaningful Movement

Topic 3.8: Custom — 14 periods

Competency: The learner responds to and makes simple requests in the Chinese about custom.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. identify different types of festivals respected in your culture (k, u, s, v, gs)	• In groups, use the Internet to search the words used for talking about festivals in Uganda and compare them with Chinese words of festivals like: - Xīnnián (新年) New Year Chūnjié (春节) the Spring Festival Zhōngqiū Jié (中秋节) the Mid-Autumn Festival • Listen to a recorded conversation about festivals, and in pairs, make a dialogue using the following structures to inquire festivals in China. - Zhōngguó yǒu shénme jiérì ? - 中国有什么节日？ - What festivals do you have in China? • Individually, read about the different types of festivals in Uganda and tell them to the class following the structure below: - Wūgāndá yǒu Shèngdànjié. 乌干达有圣诞节。 In Uganda, we have Christmas.	
b. identify the Ugandan Ceremonies and customs (k, u, s, v, gs)	• In groups, watch cultural videos downloaded from You Tube or read a short passage about Chinese festivals and underline activities they do. Ask a friend about these activities the Chinese do during festivals following the structures below: • Zhōngguó Chūnjié de shíhou, dà jiā cháng cháng zuò shénme? 中国春节的时候，大家常常做什么？ • Zhōngguórén Chūnjié huì fàng biānpào. 中国人春节会放鞭炮。) The Chinese set off firecrackers during Spring Festival.	
c. identify words to talk about customs when Festivals take place in China and compare them with those in Uganda (k, u, s, v, gs)	• Match the following words for traditional food to their pictures, then read them aloud. - Jiǎozi (饺子) dumpling - yuèbǐng (月饼) mooncake - tāngyuán (汤圆) rice dumpling - zòngzi (粽子) traditional Chinese rice-pudding • In pairs, discuss the food you eat during festivals using the structure below.	

	- Zhōngqiū Jié chī shénme? 中秋节吃什么？ What do you eat on Mid-autumn Day?	
d. use appropriate expressions to talk about when and where Ceremonies in Uganda take place (k, u, s, v, gs)	• Ask about activities in Ugandan Traditional Ceremonies. - Wūgāndárén Shèngdànjié huì zuò shénme? 乌干达人圣诞节会做什么？） What will Ugandans do on Christmas Day?	
ICT integration : - Use the Internet to search information from weekpedia about Ugandan and Chinese customs		

SENIOR 4 TERM 1
Theme 8: Marketing oneself

Topic 4.1: Personal profile 14 periods

Competency: The learner responds to and makes simple requests in the Chinese personal profile.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
d. use appropriate words and expressions to ask and give personal information (k, u, s, gs)	• In a migration office, an officer is asking you to give personal information the structures below. Using a dictionary, look up the appropriate words and expressions to tell information about you. - *Qǐng jièshào yíxià nǐ zìjǐ.* - 请介绍一下你自己。 - Please introduce yourself to us. • Read aloud the words for giving personal information below and practise the writing of their characters. - xìngmíng (姓名) name - xìngbié (性别) gender - nán (男) male - nǚ (女) female - guójí (国籍) nationality - chūshēng rìqī (出生日期) date of birth - diànhuà (电话) telephone - dìzhǐ (地址) address - diànzǐ xìnxiāng (电子信箱) e-mail • Play games of your interest to enable you to grasp words and expressions used for giving formal personal profile	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products: family tree; identity card; presentation against agreed and shared success criteria • Fill in a form with your personal information. • Complete a text with your personal information • Rewrite a CV with your personal informaton
e. read and fill in the form of personal basic information as name, gender, nationality, date of birth, birth place, address, telephone, e-mail, etc(k, u, s, gs)	• An officer you have met at the airport has requested you to give personal information. Give the information in a formal way using the expressions below: - Wǒ shì……. 我是……。 I'm ... - Wǒ lái zì……. 我来自……。 I come from... • Read the passport page of a Chinese citizen and identify his/ her date of birth and read it aloud. • In groups, tell your date of birthday to others following the structure below: - Wǒ de shēngrì shì 2001 nián10 yuè 11 rì. 我的生日是 2001 年 10 月 11 日。 My birthday is on the 11th of October, 2001.	
f. use appropriate words to correct	• Read someone's CV and comment on the wrong information given in it using the structure below.	

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
information given wrongly and acknowledge receiving or stating non-receipt of information. (k, u, s, v, gs)	- Zhège diànhuà hàomǎ bú duì. 这个电话号码不对。 This telephone number is not correct • Using a phone, write a short message to your teacher to ask for his/ her e-mail address. - Nǐ néng gàosu wǒ nǐ de diànzǐxìnxiāng mɑ? 你能告诉我你的电子信箱吗？ Can you tell me your e-mail address? • Read aloud a message your Chinese friend has written to your class, following the structure below to express acknowledgment of receiving or stating non-receipt of information you sent him/her earlier: - Wǒ méiyǒu shōudào nǐ de duǎnxìn. 我没有收到你的短信。 I haven't received your message.	
g. freely narrate own experience in oral Chinese. (k, u, s, gs)	• A journalist is interviewing a learner on his/her experience while in China. The learner freely narrates his/her experience using some of the structures below: - Wǒ zài Zhōngguó shēnghuó le sān nián. 我在中国生活了三年。) I have lived in China for three years. - Wǒ huì shuō Hànyǔ， hái huì shuō Yīngyǔ. 我会说汉语，还会说英语。 Besides Chinese, I can speak English as well.	
ICT integration - Use the Internet and guide the learner to download sample recommenetion letters both in Engsh and Chinese.		

SENIOR 4: TERM 1

Theme 8: Marketing oneself

Topic 4.2: Recommendation 14 periods

Competency: The learner responds to and makes simple requests in the Chinese recommendation.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. Use appropriate expressions to give recommendations (k, u, s, gs)	• In a dialogue between you and the school administrater, using the structure below, ask for a recommendation. - Nín néng gěi wǒ xiě yì fēng tuījiàn xìn mɑ? 您能给我写一封推荐信吗？ Can you write a recommendation letter for me? - Nǐ kéyǐ qù nàlǐ gōngzuò. 你可以去那里工作。 You can work there.	• Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work, ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products
b. politely decline to give information to someone (k, u, s, v, gs)	• Read a dialogue about asking one's telephone number and the other person refuses to give information. Identify the polite expression of refusing to give information in the dialogue that follows the structure below: (*Asking for information*) - Tā de diànhuà hàomǎ shì duōshao? 她的电话号码是多少？ What is her telephone number? (*Refuse to give information.*) - Duìbùqǐ， Wǒ bùnéng gàosu nǐ tā de diànhuà hàomǎ. 对不起，我不能告诉你她的电话号码。 Sorry, I can't tell you his telephone number.	
c. refuse or confirm understanding a simple text on recommendation one has read (k, u, s, v, gs)	• Listen to an audio recording of a dialogue between the head teacher and a learner who has read the recommendation letter. The head teacher checks if the learner has understood what he / she has read using the structure below: - Nǐ dú dǒng le mɑ? 你读懂了吗？ Have you read and understood it? (*Answering if understand or not*)	

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
	- Duìbuqǐ，wǒ méi dú dǒng. 对不起，我没读懂。 Sorry, I didn't understand.	

ICT integration

- Use the Internet and guide the learner to download sample recommenetion letters both in Engsh and Chinese.

SENIOR 4, TERM 2
Theme 9: Take care for suatainable life, (Part 2),

Topic 4.3: Environment (part 2) 14 periods

Competency: The learner responds to and makes simple requests in the Chinese the preservation of one's environment.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
1. Use appropriate words and expressions to discuss our environment (k, u, s, gs)	• Using the internet in groups, search for words to talk positively about own country in a discussion about own environment. Follow the structure below in your discussions. - Níluóhé hěn gānjìng. - 尼罗河很干净。 - The River Nile is clean. • Show the pictures of environmental degradation in some other places and ask the learners to talk about their opinion about environmental degradation using the structures below: - Kōngqì bù hǎo. - 空气不好。 - The air is not fresh.	• Routinely check developing • understanding/use of greetings, classroom phrases during registration, and as lessons progress • Observe use of target language including applying clarification strategies when working in pairs, groups, playing games etc. • Circulate during oral and written activities to check understanding and accuracy including conjugations and pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks. • Record listening and reading comprehension results. • Assess products: descriptions; weather report; contribution to the Internet forum against agreed and shared success criteria.
2. Use appropriate words and expressions and use them to give information to others on the importance of environmental preservation (k, u, s, v, gs)	• Read aloud a short text that talks about the importance of environmental preservation and rewrite expressions below and practise writing of characters of words related to environmental degradation. - Bǎohù huánjìng hěn zhòngyào. 保护环境很重要。 It is important to protect the environment. • In pairs, use the words below to give suggestions on environmental preservation following the structures below. - Zuìhǎo duō zǒulù，shǎo kāichē. 最好多走路，少开车。 You'd better walk more, drive less. - Búyào luàn rēng lājī. 不要乱扔垃圾。 Don't throw rubbish anywhere. - Bié chōuyān. 别抽烟。 Don't smoke.	
ICT integration : - Guide the learner to use the Internet to download texts about environment and use Google translate to translate a very short text in Chinese.		

SENIOR 4: TERM 2

Theme 9: Take care for suatainable life, (Part 2)

Topic 4.4: House and furniture 14 periods

Competency: The learner responds to and makes simple requests in the Chinese house and furniture.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. know the words and expressions used to identify different types of accommodation (k,u,s)	• With the help of pitures, identify the name of different types of accommodation below: - fángzi (房子) house - fángjiān (房间) room	• Evaluate individual learner's competence in a dialogue or group work • Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading Comprehension results. • Assess quality of products: presentation against agreed and shared success criteria • Write a short passage to give direction in tour house.
b. Use appropriate words and expressions to ask and tell where some domestic appliances are located in the house (k, u,s)	• Listen, pronounce and read in groups, then individually the names of dommestic appliance listed below and match them with their respective pictures - bēizi (杯子) cup - pánzi (盘子) plate - guō (锅) pot - kōngtiáo (空调) air conditioner • Read a short passage and identify the following words for locating objects or people in the house. - shàngbiɑn (上边) on - xiàbiɑn (下边) under - lǐbiɑn (里边) inside - wàibiān (外边) outside - zuǒbiɑn (左边) left - yòubiɑn (右边) right - qiánbiɑn (前边) front - hòubiɑn (后边) behind • Using the preposition, write a dialogue between two people: one asks and the other tells the location of somethings in the house following the structures below: - Pánzi zài guìzi lǐ. 盘子在柜子里。 The plates are in the cupboard. - Bēizi zài zhuōzi shàng. 杯子在桌子上。 The cup is on the table. - Nǐ yǒu duōshao běn shū? 你有多少本书? How many books do you have? - Nà shuāng qiúxié shì nǐde mɑ? 那双球鞋是你的吗？ Are the sports shoes yours?	

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
c. Use correct words about home and rooms and use the words and know the skills to write a short paragraph to describe one's room or house	• In groups, read a short descriptive passage and identify what is described in the passage. Then choose some words to describe one's house as you answer to the questions below: - Nǐ jiā yǒu jǐ ge fángjiān? 你家有几个房间？ How many rooms are there in your house? - Chúfáng zài nǎ? 厨房在哪？ Where is the kitchen ? - Yuànzi lǐ yǒu shénme? 院子里有什么？ What's in the yard?	
ICT Integration : - Guide the learner to use the Internet and download pictures of furniture.		

SENIOR 4 TERM 3

Theme 9: Take care for suatainable life, (Part 2)

Topic 4.5: School life 14 periods

Competency: The learner responds to and makes simple requests in the Chinese school life.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. use words and expressions to talk about the subjects they learn at their school (k,u,s)	• In a group, read a short letter that gives suggestions about subjects learnt in using the structures below. Orally practise reading the letter aloud, then write a similar letter to give suggestions about the subjects learned at your friend's school. - Nǐ xuǎn zōngjiàoxué bɑ. 你选宗教学吧。 You can choose religious studies. • In a dialogue, use the structures below to praise others for their performance in subjects they learned at school. - Nǐ de Hànyǔ shuō de zhēn hǎo. 你的汉语说得真好。 You did very well in your spoken Chinese. • Read a dialogue between two people expressing their feelings about the subjects they learned at school, and tell what each one of them prefers following the structures below: - Wǒ xǐhuɑn Hànyǔ，wǒ gèng xǐhuɑn xué Yīngyǔ. 喜欢汉语，我更喜欢学英语。 I prefer English to Chinese. - Wǒ de shùxué xué de bù hǎo. 我的数学学得不好。 I am not doing well on mathematics.	• Evaluate individual learners' competence in a dialogue or group work • Routinely check developing understanding/use of greetings, classroom phrases during registration, and as lessons progress • Circulate during oral and written activities to check understanding and accuracy of pronunciation • Evaluate contribution to pair and group work ensuring coverage of all learners over time • Involve the learner in self and peer assessment using success criteria agreed upon at the beginning of the tasks • Record listening and reading comprehension results. • Assess quality of products presentation against agreed and shared success criteria
b. use words and expressions to talk about the activities after class (u,s)	- Listen to an audio/video of a conversation between a group of learners who talk about the activities they do after class. Repeat the dialogue and tramatise it in pairs as you empasise on the structure below: - Xiàkè hòu，***nǐ qù bú qù*** dǎ wǎngqiú? 下课后，你去不去打网球？ Will you go to play tennis after class? - Xià le kè wǒ jiù qù dǎ wǎngqiú. 下了课我就去打网球。 I am going to play tennis after class. - Watch a video of some performances in sport activities learners do after class and comment on the performances of some learners using the structures below: - Tā zúqiú tī de hěn hǎo. 他足球踢得很好。 He plays football very well	

Learning outcomes *The learner should be able to*	Suggested learning activities	Sample assessment strategy
c. understand words and expressions and use them to talk about the activities on the Internet generally (u,s)	• In group search the words and expressions used to talk about the Internet and then, in pairs, talk about the advantages and disadvantages of the Internet using the structures below: - Shàngwǎng duì xué Hànyǔ yǒu hǎochu. 上网对学汉语有好处。 It's good to learn Chinese to surf on the Internet. - Talk about the disadvantage of the Internet. - Wán yóuxì duì yǎnjing méi yǒu hǎochu. 玩游戏对眼睛没有好处。 Playing Internet games is not good to the eyes.	
b. use appropriate words and expressions to write a short paragra ph about own school (k, u, s, v, gs)	• Read an email message a friend has written to you to inquire about your school. In groups, note the questions asked in the letter and reply the letter answering the questions following the structure below: - Nǐ zài nǎ gè xuéxiào shàngxué? 你在哪个学校上学？ Which school are you in? - Nǐ de xuéxiào lí jiā yuǎn bu yuǎn. 你的学校离家远不远？ Is your school far from home? - Nǐ de xuéxiào yǒu duōshǎo xuésheng xuéxí Hànyǔ? 你的学校有多少学生学习汉语？ How many students are learning Chinese in your school? - Nǐ de Hànyǔ shuō de zěnmeyàng? 你的汉语说得怎么样？ How is your spoken Chinese? - Nǐ xǐhuɑn nǐ de xuéxiào mɑ? Wèishénme? 你喜欢你的学校吗？为什么？ Do you like your school? Why?	
ICT Integration : - Use media player to listen to the dialogue		

SENIOR 4   TERM 3
Theme 9: Take care for suatainable life, (Part 2)

Topic 4.6: Health (part 2)   14 periods

Competency: The learner responds to and makes simple requests in the Chinese diseases that affect our health.

Learning outcomes *The learner should be able to*	**Suggested learning activities**	**Sample assessment strategy**
a. know words and expression to discribe symptoms of common diseases (k,s,gs)	• In groups, read the passage on common diseases and identify the characters of the following words refering to diseases: - gǎnmào (感冒) cold - késou (咳嗽) cough - fāshāo (发烧) fever - dùziténg (肚子疼) stomachache - sǎngziténg (嗓子疼) have sore throat • In a role-play, act the part of a patiant and tell the doctor the symptoms of common diseases following the structures below: - Zuótiān kāishǐ késou. 昨天开始咳嗽。 I started coughing yesterday. - Sǎngzi hěn téng. 嗓子很疼。 I have a sore throat. - Wǒ bù fāshāo. 我不发烧。 I don't have a fever. • Write a text message and send it to a doctor to tell the symptoms of a sickness you have, using the structures below. The teacher acts as the doctor. - Nǐ nǎr bù shūfu? 你哪儿不舒服？ What's wrong with you ? - Nǐ fāshāo ma? 你发烧吗？ Do you have a fever? - Sǎngzi téng bu téng? 嗓子疼不疼？ Do you have sore throat ?	

<table>
<tr><th>Learning outcomes
The learner should be able to</th><th>Suggested learning activities</th><th>Sample assessment strategy</th></tr>
<tr><td>b. use appropriate expressions to discuss healthy habits (k, u, s, v, gs)</td><td>• In a debate discuss the benefits of physical exercises using the structure below:
- Měitiān yùndòng duìshēntǐ hǎo.
每天运动对身体好。
It is good for body to do exercise everyday.</td><td rowspan="2"></td></tr>
<tr><td>c. discuss solutions to some health problems (k, u, s, v, gs)</td><td>• Listen to people/view people discussing solutions to some health problems. Practise and memorise the following structures and discuss if the phrases make sense in your own culture.
- Yào duō chī shuǐguǒ hé shūcài, shǎo chī ròu.
要多吃水果和蔬菜，少吃肉。
Eat more fruits and vegetables, but less meat.

• Read about the eating habits of the Chinese and in groups, describe the eating habits of the people in their community following the structure below:
- Wǒmen dōu xǐhuɑn chī ròu, kěshì tā xǐhuɑn chī cài.
我们都喜欢吃肉，可是他喜欢吃菜。
We all like eating meat, but he likes eating vegetables.

• In a role-play, ask a friend's preference of food, the friend answers following the structure below:
- Nǐ xǐhuɑn chī cài háishì xǐhuɑn chī ròu ?
你喜欢吃菜还是喜欢吃肉？
Do you like eating vegetables or meat ?</td></tr>
<tr><td colspan="3">ICT integration:
Use a phone to write a text message</td></tr>
</table>

汉语教学大纲汉字表（一）
Characters for Senior 1-2

一、学完 8-9 年级汉语教学内容，能认读以下 172 汉字。

1. By the end of senior 2, learners can read and write the following 172 Chinese characters.

汉字 拼音 例词

Chinese character, pinyin, example

词语	英文	拼音
1.电	diàn	电视/电脑/电影/电话
2.天	tiān	今天/明天/昨天/天气
3.子	zǐ	儿子(zi)/杯子(zi)/桌子(zi)/椅子(zi)
4.们	mén	我们/你们/他们/她们
5.学	xué	学校/学生/同学/学习
6.不	bù	不/对不(bu)起/不(bú)客气
7.么	me	什么/怎么/怎么样
8.生	shēng	学生(sheng)/医生(sheng)/先生(sheng)
9.午	wǔ	上午/中午/下午
10.下	xià	下/下午/下雨
11.儿	ér	儿子/女儿
12.车	chē	火车站/出租车（che）(che)
13.果	guǒ	水果/苹果
14.面	Miàn	前面/后面
15.气	qì	天气/客气(qi)
16.少	shǎo	少/多少
17.水	shuǐ	水/水果
18.我	wǒ	我/我们
19.小	xiǎo	小/小姐
20.中	zhōng	中国/中午
21.多	duō	多/多少
22.饭	fàn	饭馆/米饭
23.话	Huà	说话/电话
24.见	jiàn	再见/看见
25.看	kàn	看/看见
26.没	měi	没/没关系
27.你	nǐ	你/你们
28.上	shàng	上/上午
29.他	tā	他/他们
30.她	tā	她/她们
31.医	yī	医院/医生
32.在	zài	在/现在
33.怎	zěn	怎么/怎么样
34.字	zì	字/名字(zi)
35.爸	bà	爸爸(ba)
36.店	diàn	商店
37.妈	mā	妈妈(ma)
38.谢	xiè	谢谢(xie)

词语	英文	拼音
39.八	bā	八
40.北	běi	北京
41.本	běn	本
42.出	chū	出租车
43.大	dà	大
44.东	dōng	东西
45.飞	fēi	飞机
46.高	gāo	高兴
47.个	gè	个
48.工	gōng	工作
49.关	guān	没关系
50.后	hòu	后面
51.火	huǒ	火车站
52.几	jǐ	几
53.今	jīn	今天
54.京	jīng	北京
55.九	jiǔ	九
56.开	kāi	开
57.来	lái	来
58.老	lǎo	老师
59.里	lǐ	里
60.了	le	了
61.六	liù	六
62.买	mǎi	买
63.米	mǐ	米饭
64.年	Nián	年
65.女	nǚ	女儿
66.前	qián	前面
67.人	rén	人
68.三	sān	三
69.十	shí	十
70.书	shū	书
71.四	sì	四
72.同	tóng	同学
73.五	wǔ	五
74.西	xī	东西(xi)
75.习	xí	学习
76.喜	xǐ	喜欢
77.系	xì	没关系(xi)
78.先	xiān	先生
79.写	xiě	写
80.兴	xìng	高兴
81.一	yī	一
82.有	yǒu	有
83.友	yǒu	朋友(you)
84.月	yuè	月
85.桌	zhuō	桌子
86.作	zuò	工作
87.爱	ài	爱
88.杯	bēi	杯子

词语	英文	拼音
89.菜	cài	菜
90.茶	chá	茶
91.吃	chī	吃
92.打	dǎ	打电话
93.的	de	的
94.点	diǎn	点
95.都	dōu	都
96.读	dú	读
97.对	duì	对不起
98.二	èr	二
99.服	fú	衣服(fu)
100.狗	gǒu	狗
101.国	guó	中国
102.汉	hàn	汉语
103.好	hǎo	好
104.喝	hē	喝
105.和	hé	和
106.很	hěn	很
107.候	hòu	时候(hou)
108.欢	huān	喜欢(huan)
109.回	huí	回
110.会	huì	会
111.机	jī	飞机
112.家	jiā	家
113.叫	jiào	叫
114.姐	jiě	小姐
115.觉	Jiào	睡觉
116.客	kè	客气
117.块	kuài	块
118.冷	lěng	冷
119.零	líng	零
120.吗	ma	吗
121.猫	miāo	猫
122.明	míng	明天
123.名	míng	名字
124.哪	nǎ	哪儿（nǎr）
125.那	nà	那儿（nàr）
126.脑	nǎo	电脑
127.呢	ne	呢
128.能	néng	能
129.朋	péng	朋友
130.苹	píng	苹果
131.期	qī	星期
132.七	qī	七
133.起	qǐ	对不起
134.钱	qián	钱
135.请	qǐng	请
136.去	qù	去
137.热	rè	热
138.认	rèn	认识
139.日	rì	日

词语	英文	拼音
140.商	shāng	商店
141.师	shī	老师
142.时	shí	时候
143.什	shén	什么
144.识	shí	认识(shi)
145.是	shì	是
146.视	shì	电视
147.谁	shéi	谁
148.睡	shuì	睡觉
149.说	Shuō	说话
150.岁	suì	岁
151.太	tài	太
152.听	tīng	听
153.现	xiàn	现在
154.想	xiǎng	想
155.校	xiào	学校
156.些	xiē	些
157 星	xīng	星期
158.样	yàng	怎么样
159.衣	yī	衣服
160.椅	yǐ	椅子
161.影	Yǐng	电影
162.雨	yǚ	下雨
163.语	yǜ	汉语
164.院	yuàn	医院
165.再	zài	再见
166.站	zhàn	火车站
167.这	zhè	这儿（zhèr）
168.住	zhù	住
169.租	zū	出租车
170.昨	zuó	昨天
171.做	zuò	做
172.坐	zuò	坐

总计（172）	**一级汉字　（新增 172 个汉字）**
4 次（5）	**电天子**们学
3 次（6）	**不儿么生午下**
2 次（27）	**车果面气少水我小中**爸店多饭话见看妈没你上他她谢医在怎字
1 次（134）	**八北本出大东飞高个工关后火几今京九开来老里了六买米年女前人三十书四同五西习喜系先写兴一有友月桌作**爱杯菜茶吃打的点都读对二服狗国汉好喝和很候欢回会机家叫姐觉客块冷零吗猫明名哪那脑呢能朋苹期七起钱请去热认日商师时什识是视谁睡说岁太听现想校些星样衣椅影雨语院再站这住租昨做坐

NB : The highlighted characters fall under « **Must learn** » category of content.

乌干达中学汉语教学大纲 HSK 三级词汇表

Chinese characters for Senior 3 and 4 (HSK Level 3 Glossary)

三级汉字：《新汉语水平考试大纲 HSK 三级》的词汇大纲有 600 个词，共用字种数 622 个。出现 14 次的字有 1 个，出现 10 次的字有 1 个，出现 7 次的字有 1 个，出现 6 次的字有 5 个，出现 5 次的字有 9 个，出现 4 次的字有 20 个，出现 3 次的字有 49 个，出现 2 次的字有 108 个，出现 1 次的字有 428 个。

The vocabulary of the "New Chinese Proficiency Test (HSK Level 3)" has 600 words, and the number of shared words is 622. There is

- 1 word appearing 14 times ;
- 1 word appearing 10 time;
- 1 word appearing 7 times;

There are

- 5 words appearing 6 times,
- 9 words appearing 5 times,
- 20 words appearing 4 times,
- 49 words appearing 3 times,
- 108 words appearing 2 times, and
- 428 words appearing once.

	汉字	**拼音**	**例词**
1	子	zǐ	儿子(zi)/妻子(zi)/孩子(zi)/杯子(zi)/句子(zi)/电子邮件/鼻子(zi)/裤子(zi)/裙子(zi)/帽子(zi)/盘子(zi)/筷子(zi)/桌子(zi)/椅子(zi)
2	一	yī	一/第一/一(yí)会儿/一(yí)定/一(yí)共/一(yí)样/一(yì)起/一(yì)般/一(yì)边/一(yì)直
3	上	shàng	上/上午/上班/上网/马上/早上(shang)/晚上(shang)
4	电	diàn	电视/电脑/电影/电话/电子邮件/电梯/
5	儿	ér	儿子/女儿/这儿(zhèr)/那儿(nàr)/哪儿(nǎr)/一会儿(yíhuìr)
6	生	shēng	生日/生气/生病/学生(sheng)/医生(sheng)/先生(sheng)
7	为	wèi	为/为了/为什么/因为/认为/以为
8	机	jī	机场/飞机/司机/照相机/机会/手机
9	关	guān	关/关系/没关系/关心/关于
10	么	me	什么/怎么/怎么样/为什么/多么
11	面	miàn	前面/后面/面包/面条/见面
12	人	rén	人/男人/女人/客人/别人

	汉字	拼音	例词
13	以	yǐ	以后/以前/可以/所以/以为
14	公	gōng	公司/公斤/公共汽车/办公室/公园
15	学	xué	学校/学生/同学/学习/留学
16	要	yào	要/需要/主要/重要/要(yāo)求
17	意	yì	意思/同意/注意/愿意/满意
18	车	chē	火车站/出租车/自行车/公共汽车
19	果	guǒ	水果/苹果/如果/果汁
20	了	le	了/除了/为了/了(liǎo)解
21	年	nián	年/去年/年级/年轻
22	天	tiān	今天/明天/昨天/天气/聊天
23	同	tóng	同学/同事/同意/相同
24	习	xí	学习/复习/练习/习惯
25	小	xiǎo	小/小时/小姐/小心
26	心	xīn	担心/放心/关心/小心
27	边	biān	左边/右边/旁边/一边
28	打	dǎ	打电话/打篮球/打扫/打算
29	地	de	地/地(dì)图/地(dì)铁/地方
30	过	guò	过/过去/经过/难过
31	会	huì	会/一会儿/机会/会议
32	间	jiān	房间/时间/中间/洗手间
33	经	jīng	已经/经过/经常/经理
34	是	shì	是/但是/还是/总是
35	行	xíng	自行车/举行/行李箱/银行(háng)
36	然	rán	突然/虽然/当然/然后
37	照	zhào	照相机/护照/照片/照顾
38	比	bǐ	比/比较/比赛
39	表	biǎo	手表/表演/表示
40	不	bù	不/不(bú)客气/对不(bu)起
41	长	cháng	长/长(zhǎng)/校长(zhǎng)
42	出	chū	出/出现/出租车
43	高	gāo	高/高兴/提高
44	后	hòu	后面/以后/然后
45	开	kāi	开/开始/离开

	汉字	拼音	例词
46	可	kě	可以/可能/可爱
47	气	qì	不客气(qi)/天气/生气
48	事	shì	事情/同事/故事(shi)
49	手	shǒu	手/手表/洗手间
50	水	shuǐ	水/水果/水平
51	午	wǔ	上午/中午/下午
52	西	xī	东西(xi)/西瓜/西
53	下	xià	下/下午/下雨
54	中	zhōng	中国/中午/中间
55	作	zuò	工作/作用/作业
56	发	fā	发烧/发现/头发(fà)
57	方	fāng	地方/北方/方便
58	爱	ài	爱/爱好/可爱
59	别	bié	别/别人/特别
60	到	dào	到/迟到/遇到
61	得	dé	得/记得/觉得(de)
62	多	duō	多/多少/多么
63	服	fú	服务员/衣服/舒服(fu)
64	好	hǎo	好/好吃/爱好(hào)
65	话	huà	说话/电话/普通话
66	还	hái	还/还(hái)/还是
67	家	jiā	家/大家/国家
68	见	jiàn	再见/看见/见面
69	姐	jiě	姐/小姐/姐姐(jie)
70	近	jìn	近/附近/最近
71	明	míng	明天/聪明/明白
72	奶	nǎi	奶/牛奶/奶奶
73	起	qǐ	对不起/起床/一起
74	去	qù	去/去年/过去
75	认	rèn	认识/认真/认为
76	日	rì	日/生日/节日
77	时	shí	时候/小时/时间
78	洗	xǐ	洗/洗手间/洗澡
79	现	xiàn	出现/发现/现在

	汉字	拼音	例词
80	新	xīn	新/新闻/新鲜
81	游	yóu	游戏/旅游/游泳
82	在	zài	现在/正在/在
83	字	zì	字/名字/字典
84	馆	guǎn	饭馆/宾馆/图书馆
85	节	jiě	节日/季节/节目
86	相	xiāng	相信/相同/照相(xiàng)机
87	白	bái	白/明白
88	北	běi	北/北京
89	大	dà	大/大家
90	东	dōng	东/东西
91	分	fēn	分/分钟
92	哥	gē	哥哥(ge)
93	共	gòng	公共汽车/一共
94	黑	hēi	黑/黑板
95	几	jǐ	几/几(jī)乎
96	老	lǎo	老/老师
97	乐	lè	快乐/音乐(yuè)
98	亮	liàng	漂亮(liang)/月亮(liang)
99	米	mǐ	米/米饭
100	女	nǚ	女儿/女人
101	前	qián	前面/以前
102	少	shǎo	少/多少(shao)
103	书	shū	书/图书馆
104	司	sī	公司/司机
105	我	wǒ	我/我们
106	系	xì	关系/没关系(xi)
107	先	xiān	先/先生
108	兴	xìng	高兴/感兴趣
109	有	yǒu	有/有名
110	月	yuè	月/月亮
111	真	zhēn	真的/认真
112	最	zuì	最/最近
113	包	bāo	包/面包

	汉字	拼音	例词
114	才	cái	才/刚才
115	成	chéng	成绩/完成
116	马	mǎ	马/马上
117	其	qí	其实/其他
118	市	shì	超市/城市
119	用	yòng	用/作用
120	于	yú	终于/关于
121	爸	bà	爸/爸爸(ba)/
122	班	bān	班/上班
123	帮	bāng	帮助/帮忙
124	便	pián	便宜/方便(biàn)
125	菜	cài	菜/菜单
126	常	cháng	非常/经常
127	吃	chī	吃/好吃
128	蛋	dàn	鸡蛋/蛋糕
129	道	dào	知道(dao)/街道
130	弟	dì	弟/弟弟(di)
131	动	dòng	运动/动物
132	对	duì	对不起/对
133	饭	fàn	饭馆/米饭
134	房	fáng	房间/厨房
135	国	guó	中国/国家
136	欢	huān	喜欢(huan)/欢迎
137	回	huí	来回/回答
138	件	jiàn	件/电子邮件
139	教	jiào	教(jiāo)/教室
140	觉	jiào	睡觉/觉(jué)得
141	看	kàn	看/看见
142	客	kè	不客气/客人
143	快	kuài	快/快乐
144	离	lí	离/离开
145	妈	mā	妈/妈妈(ma)
146	忙	máng	忙/帮忙

	汉字	拼音	例词
147	猫	māo	猫/熊猫
148	没	méi	没/没关系
149	妹	mèi	妹/妹妹(mei)
150	名	mín	名字/有名
151	能	néng	能/可能
152	情	qíng	事情(qing)/热情
153	球	qiú	足球/篮球
154	热	rè	热/热情
155	什	shén	什么/为什么
156	室	shì	教室/办公室
157	他	tā	他们/其他
158	太	tài	太/太阳
159	题	tí	题/问题
160	体	tǐ	身体/体育
161	完	wán	完/完成
162	问	wèn	问/问题
163	校	xiào	学校/校长
164	谢	xiè	谢/谢谢
165	眼	yǎn	眼睛/眼镜
166	样	yàng	一样/怎么样
167	医	yī	医生/医院
168	影	yǐng	电影/影响
169	语	yǔ	汉语/词语
170	再	zài	再/再见
171	怎	zěn	怎么/怎么样
172	站	zhàn	火车站/站
173	着	zhe	着/着(zháo)急
174	自	zì	自行车/自己
175	办	bàn	办公室/办法
176	单	dān	简单/菜单
177	定	dìng	决定/一定
178	放	fàng	放/放心
179	花	huā	花/花园
180	化	huà	变化/文化

	汉字	拼音	例词
181	记	jì	记得/忘记
182	结	jié	结束/结婚
183	解	jiě	解决/了解
184	决	jué	解决/决定
185	难	nán	难/难过
186	叔	shū	叔/叔叔
187	条	tiáo	条/面条
188	图	tú	地图/图书馆
189	物	wù	礼物/动物
190	箱	xiāng	冰箱/行李箱
191	信	xìn	信/相信
192	爷	yé	爷/爷爷
193	音	yīn	音乐/声音
194	园	yuán	公园/花园
195	八	bā	八
196	本	běn	本
197	非	fēi	非常
198	飞	fēi	飞机
199	夫	fū	丈夫
200	个	gè	个
201	工	gōng	工作
202	号	hao	号
203	火	huǒ	火车站
204	介	jiè	介绍
205	斤	jīn	公斤
206	今	jīn	今天
207	京	jīng	北京
208	九	jiǔ	九
209	来	lái	来
210	里	lǐ	里
211	两	liǎng	两
212	六	liù	六

	汉字	拼音	例词
213	买	mǎi	买
214	牛	niú	牛奶
215	千	qiān	千
216	三	sān	三
217	身	shēn	身体
218	十	shí	十
219	四	sì	四
220	五	wǔ	五
221	希	xī	希望
222	喜	xǐ	喜欢
223	向	xiàng	向
224	写	xiě	写
225	羊	yáng	羊肉
226	也	yě	也
227	因	yīn	因为
228	友	yǒu	朋友(you)
229	右	yòu	右边
230	鱼	yú	鱼
231	元	yuán	元
232	桌	zhuō	桌子
233	走	zǒu	走
234	足	zú	足球
235	左	zuǒ	左边
236	半	bàn	半
237	必	bì	必须
238	带	dài	带
239	冬	dōng	冬
240	而	ér	而且
241	耳	ěr	耳朵
242	风	fēng	刮风
243	复	fù	复习
244	干	gān	干净

	汉字	拼音	例词
245	更	gèng	更
246	害	hài	害怕
247	角	jiǎo	角
248	界	jiè	世界
249	久	jiǔ	久
250	力	lì	努力
251	卖	mài	卖
252	门	mén	门
253	末	mò	周末
254	鸟	niǎo	鸟
255	平	píng	水平
256	且	qiě	而且
257	求	qiú	要求
258	史	shǐ	历史
259	世	shì	世界
260	束	shù	结束
261	虽	suī	虽然
262	万	wàn	万
263	文	wén	文化
264	牙	yá	刷牙
265	业	yè	作业
266	只	zhǐ	只
267	重	zhòng	重要
268	主	zhǔ	主要
269	总	zǒng	总是
270	吧	ba	吧
271	百	bǎi	百
272	杯	bēi	杯子
273	备	bèi	准备

	汉字	拼音	例词
274	病	bìng	生病
275	步	bù	跑步
276	茶	chá	茶
277	场	chǎng	机场
278	唱	chàng	唱歌
279	穿	chuān	穿
280	船	chuán	船
281	床	chuáng	起床
282	次	cì	次
283	从	cóng	从
284	错	cuò	错
285	答	dá	回答
286	但	dàn	但是
287	的	de	的
288	等	děng	等
289	第	dì	第一
290	点	diǎn	点
291	店	diàn	商店
292	都	dōu	都
293	读	dú	读
294	二	èr	二
295	啡	fēi	咖啡
296	告	gào	告诉
297	歌	gē	唱歌
298	给	gěi	给
299	狗	gǒu	狗
300	瓜	guā	西瓜
301	贵	guì	贵
302	孩	hái	孩子

	汉字	拼音	例词
303	汉	hàn	汉语
304	喝	hē	喝
305	和	hé	和
306	很	hěn	很
307	红	hóng	红
308	候	hòu	时候(hou)
309	鸡	jī	鸡蛋
310	己	jǐ	自己
311	叫	jiào	叫
312	进	jìn	进
313	睛	jīng	眼睛
314	就	jiù	就
315	咖	kā	咖啡
316	考	kǎo	考试
317	课	kè	课
318	块	kuài	块
319	篮	lán	篮球
320	累	lèi	累
321	冷	lěng	冷
322	零	líng	零
323	路	lù	路
324	旅	lǚ	旅游
325	吗	ma	吗
326	慢	màn	慢
327	每	měi	每
328	们	men	们
329	哪	nǎ	哪儿
330	那	nà	那
331	男	nán	男

	汉字	拼音	例词
332	脑	nǎo	电脑
333	呢	ne	呢
334	你	nǐ	你
335	您	nín	您
336	旁	páng	旁边
337	跑	pǎo	跑步
338	朋	péng	朋友
339	漂	piào	漂亮
340	票	piào	票
341	苹	píng	苹果
342	期	qī	星期
343	妻	qī	妻子
344	七	qī	七
345	汽	qì	公共汽车
346	钱	qián	钱
347	晴	qíng	晴
348	请	qǐng	请
349	让	ràng	让
350	肉	ròu	羊肉
351	色	sè	颜色
352	商	shāng	商店
353	绍	shào	介绍
354	师	shī	老师
355	识	shí	认识(shi)
356	始	shǐ	开始
357	视	shì	电视
358	试	shì	考试
359	谁	shéi	谁
360	睡	shuì	睡觉

	汉字	拼音	例词
361	说	shuō	说话
362	思	sī	意思(si)
363	送	sòng	送
364	诉	sù	告诉(su)
365	岁	suì	岁
366	所	suǒ	所以
367	它	tā	它
368	她	tā	她
369	踢	tī	踢
370	跳	tiào	跳
371	听	tīng	听
372	外	wài	外
373	玩	wán	玩
374	晚	wǎn	晚上
375	望	wàng	希望
376	喂	wèi	喂
377	舞	wǔ	舞
378	务	wù	服务员
379	息	xī	休息(xi)
380	想	xiǎng	想
381	笑	xiào	笑
382	些	xiē	些
383	星	xīng	星期
384	姓	xìng	姓名
385	休	xiū	休息
386	雪	xuě	雪
387	颜	yán	颜色
388	药	yào	药
389	衣	yī	服

	汉字	拼音	例词
390	宜	yí	便宜(yi)
391	椅	yǐ	椅子
392	已	yǐ	已经
393	阴	yīn	阴
394	迎	yíng	欢迎
395	泳	yǒng	游泳
396	雨	yǔ	下雨
397	员	yuán	服务员
398	远	yuǎn	远
399	院	yuàn	医院
400	运	yùn	运动
401	早	zǎo	早上
402	张	zhāng	张
403	丈	zhàng	丈夫
404	找	zhǎo	找
405	这	zhè	这
406	正	zhèng	正在
407	知	zhī	知道
408	钟	zhōng	分钟
409	助	zhù	帮助
410	住	zhù	住
411	准	zhǔn	准备
412	租	zū	出租车
413	昨	zuó	昨天
414	做	zuò	做
415	坐	zuò	坐
416	啊	a	啊
417	阿	ā	阿姨
418	矮	ǎi	矮

	汉字	拼音	例词
419	安	ān	安静
420	把	bǎ	把
421	搬	bān	搬
422	般	bān	一般
423	板	bǎn	黑板
424	饱	bǎo	饱
425	报	bào	报纸
426	被	bèi	被
427	鼻	bí	鼻子
428	笔	bǐ	铅笔
429	变	biàn	变化
430	宾	bīn	宾馆
431	冰	bīng	冰箱
432	参	cān	参加
433	草	cǎo	草
434	层	céng	段
435	查	chá	检查
436	差	chà	差
437	超	chāo	超市
438	衬	chèn	衬
439	城	chéng	城市
440	迟	chí	迟到
441	厨	chú	厨房
442	除	chú	除了
443	楚	chǔ	清楚
444	春	chūn	春
445	词	cí	词语
446	聪	cōng	聪明
447	担	dān	担心

	汉字	拼音	例词
448	当	dāng	当然
449	灯	dēng	灯
450	低	dī	低
451	典	diǎn	字典
452	调	diào	空调(tiáo)
453	懂	dǒng	懂
454	短	duǎn	短
455	锻	duàn	锻炼
456	段	duàn	段
457	朵	duǒ	耳朵(duo)
458	饿	è	饿
459	法	fǎ	办法
460	附	fù	附近
461	该	gāi	应该
462	感	gǎn	感冒
463	敢	gǎn	敢
464	刚	gāng	刚才
465	糕	gāo	蛋糕
466	根	gēn	根据
467	跟	gēn	跟
468	故	gù	故事
469	顾	gù	照顾
470	刮	guā	刮风
471	怪	guài	奇怪
472	惯	guàn	习惯
473	河	hé	河
474	乎	hū	几乎
475	护	hù	护照

	汉字	拼音	例词
476	画	huà	画
477	坏	huài	坏
478	环	huán	环境
479	换	huàn	换
480	黄	huáng	黄
481	婚	hūn	结婚
482	或	huò	或者
483	绩	jì	成绩
484	极	jí	极
485	急	jí	着急
486	级	jí	年级
487	季	jì	季节
488	加	jiā	参加
489	检	jiǎn	检查
490	简	jiǎn	简单
491	健	jiàn	健康
492	讲	jiǎng	讲
493	蕉	jiāo	香蕉
494	脚	jiǎo	脚
495	较	jiào	比较
496	接	jiē	接
497	街	jiē	街道
498	借	jiè	借
499	静	jìng	安静
500	境	jìng	环境
501	镜	jìng	眼镜
502	净	jìng	干净
503	酒	jiǔ	啤酒
504	旧	jiù	旧

	汉字	拼音	例词
505	居	jū	邻居
506	举	jǔ	举行
507	据	jù	根据
508	句	jù	句子
509	康	kāng	健康
510	渴	kě	渴
511	刻	kè	刻
512	空	kōng	空调
513	口	kǒu	口
514	哭	kū	哭
515	裤	kù	裤子
516	筷	kuài	筷子
517	蓝	lán	蓝
518	理	lǐ	经理
519	李	lǐ	行李箱
520	礼	lǐ	礼物
521	历	lì	历史
522	脸	liǎn	脸
523	炼	liàn	锻炼
524	练	liàn	练习
525	辆	liàng	辆
526	邻	lín	邻居
527	楼	lóu	楼
528	绿	lǜ	绿
529	满	mǎn	满意
530	冒	mào	感冒
531	帽	mào	帽子
532	目	mù	节目
533	拿	ná	拿

	汉字	拼音	例词
534	南	nán	南
535	努	nǔ	努力
536	爬	pá	爬山
537	怕	pà	害怕
538	盘	pán	盘子
539	胖	pàng	胖
540	啤	pí	啤酒
541	片	piàn	照片
542	葡	pú	葡萄
543	普	pǔ	普通话
544	奇	qí	奇怪
545	骑	qí	骑
546	铅	qiān	铅笔
547	轻	qīng	轻
548	清	qīng	清楚
549	秋	qiū	秋
550	趣	qù	兴趣
551	裙	qún	裙子
552	容	róng	容易
553	如	rú	如果
554	赛	sài	比赛
555	伞	sǎn	伞
556	扫	sǎo	打扫
557	山	shān	爬山
558	衫	shān	衬衫
559	烧	shāo	发烧
560	声	shēng	声音
561	使	shǐ	使
562	示	shì	表示

	汉字	拼音	例词
563	瘦	shòu	瘦
564	舒	shū	舒服
565	树	shù	树
566	数	shù	数学
567	刷	shuā	刷牙
568	双	shuāng	双
569	算	suàn	打算
570	糖	táng	糖
571	萄	táo	葡萄(tao)
572	特	tè	特别
573	疼	téng	疼
574	梯	tī	电梯
575	提	tí	提高
576	甜	tián	甜
577	铁	tiě	地铁
578	通	tōng	普通话
579	头	tóu	头发
580	突	tū	突然
581	腿	tuǐ	腿
582	碗	wǎn	碗
583	网	wǎng	上网
583	忘	wàng	忘记
585	位	wèi	位
586	闻	wén	新闻
587	戏	xì	游戏
588	夏	xià	夏
589	鲜	xiān	新鲜
590	香	xiāng	香蕉
591	响	xiǎng	影响

	汉字	拼音	例词
592	像	xiàng	像
593	鞋	xié	皮鞋
594	熊	xióng	熊猫
595	需	xū	需要
596	须	xū	必须
597	选	xuǎn	选择
598	演	yǎn	表演
599	阳	yáng	太阳
600	姨	yí	阿姨
601	易	yì	容易
602	议	yì	会议
603	银	yín	银行
604	应	yīng	应该
605	邮	yóu	电子邮件
606	又	yòu	又
607	遇	yù	遇到
608	育	yù	体育
609	愿	yuàn	愿意
610	越	yuè	越
611	云	yún	云
612	澡	zǎo	洗澡
613	择	zé	选择
614	者	zhě	或者
615	汁	zhī	果汁
616	直	zhí	一直
617	纸	zhǐ	报纸
618	终	zhōng	终于
619	种	zhǒng	种
620	周	zhōu	周末

	汉字	拼音	例词
621	注	zhù	注意
622	祝	zhù	祝

总计（622）	**三级汉字 （新增 278 个汉字 ）**
14 次 （1）	**子**
10 次 （1）	**一**
7 次（1）	**上**
6 次 （5）	电儿生为机
5 次 （9）	**关么面人以公学要意**
4 次（20）	车果了年天同习小边打地过会间经是行**心然照**
3 次 （49）	**比表不**长出高后开可气事手水午西下中作发方爱别到得多服好话还家见姐近明奶起去认日时洗现新游在字馆节相
2 次 （108）	**白北大**东分哥共黑几老乐亮米女前少书司我系先兴有月真最包才成马其市用于爸班帮便菜常吃蛋道弟动对饭房国欢回件教觉看客快离妈忙猫没妹名能情球热什室他太题体完问校谢眼样医影语再怎站着自办单定放花化记结解决难叔条图物箱信爷音园
1 次 （428）	**八本非**飞夫个工号火介斤今京九来里两六买牛千三身十四五希喜向写羊也因友右鱼元桌走足左**半必**带冬而耳风复干更害角界久力卖门末鸟平且求史世束虽万文牙业只重主总**吧百杯**备病步茶场唱穿船床次从错答但的等第点店都读二啡告歌给狗瓜贵孩汉喝和很红候鸡己叫进睛就咖考课块篮累冷零路旅吗慢每们哪那男脑呢你您旁跑朋漂票苹期妻七汽钱晴请让肉色商绍师识始视试谁睡说思送诉岁所它她踢跳听外玩晚望喂舞务息想笑些星姓休雪颜药衣宜椅已阴迎泳雨员远院运早张丈找这正知钟助住准租昨做坐**啊阿矮安把搬般板**饱报被鼻笔变宾冰参草层查差超衬城迟厨除楚春词聪担当灯低典调懂短锻段朵饿法附该感敢刚糕根跟故顾刮怪惯河乎护画坏环换黄婚或绩极急级季加检简健讲蕉脚较接街借静境镜净酒旧居举据句康渴刻空口哭裤筷蓝理李礼历脸炼练辆邻楼绿满冒帽目拿南努爬怕盘胖啤片葡普奇骑铅轻清秋趣裙容如赛伞扫山衫烧声使示瘦舒树数刷双算糖萄特疼梯提甜铁通头突腿碗网忘位闻戏**夏**鲜香响像鞋熊需须选演阳姨易议银应邮又遇育愿越云澡择者汁直纸终种周注祝

NB: The highlighted characters fall under « **must learn** » category of content.

汉语教学大纲词汇表(一)
Vocabulary list for Senior 1-2

一、下面为学完 8-9 年级汉语教学内容后，必须掌握的 150 个词语

1. **By the end of senior 2, learners should have mustered the following 150 Chinese words out of which there are:**

1. **1．名词（63） Nouns**

词语	英文	拼音
(1)　家	jiā	family
（2） 学校	xuéxiào	school
（3） 饭馆	fànguǎn	restaurant
（4） 商店	shāngdiàn	shop,store
（5） 医院	yīyuàn	hospital
（6） 火车站	huǒchēzhàn	train station
（7） 中国	Zhōngguó	China
（8） 北京	Běijīng	Beijing
（9） 上	shàng	up, above
（10） 下	xià	Under, below
（11） 前面	qiánmiàn	front
（12） 后面	hòumiàn	back
（13） 里	lǐ	inside, inner, interior
（14） 今天	jīntiān	today
（15） 明天	míngtiān	tomorrow
（16） 昨天	zuótiān	yesterday
（17） 上午	shàngwǔ	morning, before noon
（18） 中午	zhōngwǔ	noon
（19） 下午	xiàwǔ	afternoon
（20） 年	nián	year
（21） 月	yuè	month
（22） 日	rì	day
（23） 星期	xīngqī	week
（24） 点	diǎn	o'clock
（25） 分钟	fēnzhōng	minute
（26） 现在	xiànzài	now
（27） 时候	shíhou	time, moment
（28） 爸爸	bàba	father
（29） 妈妈	māma	mother
（30） 儿子	érzi	son
（31） 女儿	nǚ'ér	daughter
（32） 老师	lǎoshī	teacher
（33） 学生	xuésheng	student
（34） 同学	tóngxué	classmate

（35） 朋友	péngyou	friend
（36） 医生	yīshēng	doctor
（37） 先生	xiānsheng	Mr, Sir
（38） 小姐	xiǎojiě	Miss, young lady.
（39） 衣服	yīfu	clothes
（40） 水	shuǐ	water
（41） 菜	cài	dish, cuisine
（42） 米饭	mǐfàn	cooked rice
（43） 水果	shuǐguǒ	fruit
（44） 苹果	píngguǒ	apple
（45） 茶	chá	tea
（46） 杯子	bēizi	cup, class
（47） 钱	qián	money
（48） 飞机	fēijī	airplane
（49） 出租车	chūzūchē	taxi, cab
（50） 电视	diànshì	television
（51） 电脑	diànnǎo	computer
（52） 电影	diànyǐng	Film, movie
（53） 天气	tiānqì	weather
（54） 猫	māo	cat
（55） 狗	gǒu	dog
（56） 东西	dōngxi	thing, stuff
（57） 人	rén	human, person
（58） 名字	míngzi	name
（59） 书	shū	book
（60） 汉语	Hànyǔ	Chinese (language)
（61） 字	zì	character, word
（62） 桌子	zhuōzi	desk，table
（63） 椅子	yǐzi	chair

2．动词（37）Verb (37)

词语	拼音	英文
（1）谢谢	xièxie	to thank
（2）不	bú	no, not
（3）客气	kèqi	polite
（4）再见	zàijiàn	to see you around
（5）请	qǐng	(polite) please
（6）对不起	duìbuqǐ	to be sorry
（7）没关系	méi guānxi	that's OK,it doesn't matter
（8）是	shì	is，to be
（9）有	yǒu	to have, there be
（10）看	kàn	to look at，to watch，to read
（11）听	tīng	to listen
（12）说话	shuōhuà	to speak, to say
（13）读	dú	to read

（14）写	xiě	to write
（15）看见	kànjiàn	to see
（16）叫	jiào	to call, to be called
（17）来	lái	to come
（18）回	huí	to come/go back, to return
（19）去	qù	to go
（20）吃	chī	to eat
（21）喝	hē	to drink
（22）睡觉	shuìjiào	to sleep
（23）打电话	dǎ diànhuà	to make a phone call
（24）做	zuò	to make, to produce
（25）买	mǎi	to buy, to purchase
（26）开	kāi	to drive
（27）坐	zuò	to sit, to be seated
（28）住	zhù	to live, to stay
（29）学习	xuéxí	to study, to learn
（30）工作	gōngzuò	to work, job
（31）下雨	xiàyǔ	to rain
（32）爱	ài	to like, to love
（33）喜欢	xǐhuan	to like,to be fond of
（34）想	xiǎng	to want，would like
（35）认识	rènshi	to meet,to know
（36）会	huì	can, to be able to
（37）能	néng	can, may

3. 形容词（9） Adjective (9)

词语	拼音	英文
（1）好	hǎo	good, fine
（2）大	dà	Big, (of age)old
（3）小	xiǎo	small, little
（4）多	duō	many, indicating degree or extent
（5）少	shǎo	little, few
（6）冷	lěng	cold
（7）热	rè	hot
（8）高兴	gāoxìng	glad, happy
（9）漂亮	piàoliang	beautiful, pretty

4. 代词（14）Pronouns (14)

词语	拼音	英文
（1）我	wǒ	I, me
（2）你	nǐ	(singular) you
（3）他	tā	he, him
（4）她	tā	she, her
（5）我们	wǒmen	we, us
（6）这/这儿	zhè /zhèr	this/here

（7）那/那儿	nà/ nàr	that/there
（8）哪/哪儿	nǎ/nǎr	which/where
（9）谁	shéi	who, whom
（10）什么	shénme	what
（11）多少	duōshao	how many, how much
（12）几	jǐ	how many
（13）怎么	zěnme	(indicating nature, condition or manner.etc.) how
（14）怎么样 （15）	zěnmeyàng	(indicating nature, condition or manner) how

5. 数词（11）Numeral (11)

词语	拼音	英文
（1）一	yī	one
（2）二	èr	two
（3）三	sān	three
（4）四	sì	four
（5）五	wǔ	five
（6）六	liù	six
（7）七	qī	seven
（8）八	bā	eight
（9）九	jiǔ	nine
（10）十	shí	ten
（11）零	líng	zero

6. 量词（5）Quantifier (5)

词语	拼音	英文
（1）个	gè	a general measure word
（2）岁	suì	Year (of age)
（3）本	běn	a measure word for books
（4）些	xiē	some, a few
（5）块	kuài	a unit of money, same as “yuan”

7. 副词（5）7. Adverb (5)

词语	拼音	英文
（1）不	bù	no，not
（2）没	méi	not have
（3）很	hěn	very, quite
（4）太	tài	too, excessively
（5）都	dōu	both, all

8. 连词 conjunction

词语	拼音	英文

和	hé	and

9．介词（ Preposition (1)		
词语	拼音	英文
（1）在	（2）zài	（3）to be in/on/at/; in/on/at

10．助词 particle		
词语	拼音	英文
（2） 的	de	used after an attribute
（2） 了	Le	Used at the end of or in the middle of a sentence to indicate a change or a new circumstance
（3） 吗	ma	Used at the end of a question
（4） 呢	ne	Used at the end of a question

11．叹词（1）. Interjection (1)		
词语	拼音	英文
（1）喂	wèi	hello, hey

二补充生词 Two supplementary words		
词语	拼音	英文
（1）乌干达	Wūgāndá	Uganda
（2）坎帕拉	Kǎnpàlā	Kampala

乌干达 10-11 年级汉语教学大纲词汇表
Vocabulary for Senior 3-4 in Uganda

名词（246) (nouns)

	词语	拼音	英文
1	**家**	jiā	family
2	**学校**	xuéxiào	school
3	**饭馆**	fànguǎn	restaurant
4	饭店	fàndiàn	restaurant; hotel
5	**商店**	shāngdiàn	shop; store
6	**医院**	yīyuàn	hospital
7	**火车站**	huǒchēzhàn	train station
8	**中国**	Zhōngguó	China
9	**北京**	Běijīng	Beijing
10	公司	gōngsī	company; firm
11	机场	jīchǎng	airport
12	教室	jiàoshì	classroom
13	房间	fángjiān	room
14	路	lù	road; path; way
15	办公室	bàngōngshì	office
16	图书馆	túshūguǎn	library
17	宾馆	bīnguǎn	hotel
18	洗手间	xǐshǒujiān	restroom
19	国家	guójiā	country; nation
20	城市	chéngshì	city
21	地方	dìfang	place
22	街道	jiēdào	street
23	公园	gōngyuán	park
24	花园	huāyuán	garden
25	附近	fùjìn	nearby; vicinity
26	动物园	dòngwùyuán	Zoo
27	超市	chāoshì	supermarket
28	楼	lóu	building

	词语	拼音	英文
29	左边	zuǒbian	left side
30	右边	yòubian	right side
31	外	wài	outer; outside
32	旁边	pángbiān	beside
33	上	shàng	up; above
34	下	xià	under; below
35	前面	qiánmiàn	front
36	后面	hòumiàn	back
37	里	lǐ	inside; inner; interior
38	东	dōng	east
39	南	nán	south
40	西	xī	west
41	北	běi	north
42	南方	nánfāng	south; southern part
43	北方	běifāng	north; northern part
44	中间	zhōngjiān	middle
45	今天	jīntiān	today
46	明天	míngtiān	tomorrow
47	昨天	zuótiān	yesterday
48	上午	shàngwǔ	morning; before noon
49	中午	zhōngwǔ	noon
50	下午	xiàwǔ	afternoon
51	年	nián	year
52	月	yuè	month
53	日	rì	day
54	星期	xīngqī	week
55	点	diǎn	o'clock
56	分钟	fēnzhōng	minute
57	现在	xiànzài	now
58	早上	zǎoshang	morning
59	晚上	wǎnshang	evening; night
60	小时	xiǎoshí	hour
61	时间	shíjiān	time
62	去年	qùnián	last year
63	号	hào	day
64	生日	shēngrì	birthday

	词语	拼音	英文
65	**时候**	shíhou	time; moment
66	春	chūn	spring
67	夏	xià	summer
68	秋	qiū	fall; autumn
69	冬	dōng	winter
70	季节	jìjié	season
71	刚才	gāngcái	just now
72	过去	guòqù	in or of the past
73	一会儿	yíhuìr	a little while
74	刻	kè	Quarter (of an hour)
75	周末	zhōumò	weekend
76	**爸爸**	bàba	father
77	**妈妈**	māma	mother
78	**儿子**	érzi	son
79	**女儿**	nǚ'ér	daughter
80	**老师**	lǎoshī	teacher
81	**学生**	xuésheng	student
82	**同学**	tóngxué	classmate
83	**朋友**	péngyou	friend
84	**医生**	yīshēng	doctor
85	**先生**	xiānsheng	Mr, Sir
86	**小姐**	xiǎojiě	Miss; young lady
87	**哥哥**	gēge	elder brother
88	**姐姐**	jiějie	elder sister
89	**弟弟**	dìdi	younger brother
90	**妹妹**	mèimei	younger sister
91	丈夫	zhàngfu	husband
92	妻子	qīzi	wife
93	孩子	háizi	children
94	男人	nánrén	man
95	女人	nǚrén	woman
96	服务员	fúwùyuán	attendant; waiter/waitress
97	阿姨	āyí	aunt
98	**奶奶**	nǎinai	grandmother
99	**爷爷**	yéye	grandfather

	词语	拼音	英文
100	叔叔	shūshu	uncle
101	校长	xiàozhǎng	headmaster; principle; president
102	经理	jīnglǐ	manager
103	司机	sījī	driver
104	同事	tóngshì	colleague
105	客人	kèrén	customer; guest
106	邻居	línjū	neighbour
107	衣服	yīfu	clothes
108	水	shuǐ	water
109	菜	cài	dish; cuisine
110	米饭	mǐfàn	cooked rice
111	水果	shuǐguǒ	fruit
112	苹果	píngguǒ	apple
113	茶	chá	tea
114	杯子	bēizi	cup, class
115	钱	qián	money
116	飞机	fēijī	airplane
117	**出租车**	chūzūchē	taxi; cab
118	**电视**	diànshì	television
119	**电脑**	diànnǎo	computer
120	**电影**	diànyǐng	film; movie
121	**天气**	tiānqì	weather
122	**猫**	māo	cat
123	**狗**	gǒu	dog
124	**东西**	dōngxi	thing; stuff
125	**人**	rén	human; person
126	鱼	yú	fish
127	羊肉	yángròu	mutton
128	牛奶	niúnǎi	milk
129	鸡蛋	jīdàn	egg
130	西瓜	xīguā	watermelon
131	咖啡	kāfēi	coffee
132	自行车	zìxíngchē	bike
133	船	chuán	boat
134	雪	xuě	snow
135	药	yào	medicine
136	手表	shǒubiǎo	watch
137	眼睛	yǎnjing	eyes
138	身体	shēntǐ	body
139	公共汽车	gōnggòngqìchē	bus
140	年级	niánjí	grade

	词语	拼音	英文
141	班	bān	class
142	黑板	hēibǎn	blackboard
143	作业	zuòyè	homework
144	词典	cídiǎn	dictionary
145	词语	cíyǔ	words
146	体育	tǐyù	P.E;sports
147	音乐	yīnyuè	music
148	历史	lìshǐ	history
149	中文	zhōngguó	Chinese
150	普通话	pǔtōnghuà	Mandarin
151	包	bāo	bag;sack
152	笔记本	bǐjìběn	notebook
153	句子	jùzi	sentence
154	地图	dìtú	map
155	电子邮件	diànzǐyóujiàn	E-mail
156	鼻子	bízi	nose
157	耳朵	ěrduo	ear
158	脚	jiǎo	foot
159	脸	liǎn	face
160	头发	tóufa	hair
161	腿	tuǐ	leg
162	嘴	zuǐ	mouth
163	声音	shēngyīn	sound; voice
164	衬衫	chènshān	shirt
165	裤子	kùzi	pants
166	皮鞋	píxié	leather shoes
167	裙子	qúnzi	skirt
168	帽子	màozi	hat
169	个子	gèzi	height
170	背	bèi	back
171	菜单	càidān	menu
172	蛋糕	dàngāo	cake
173	面包	miànbāo	bread
174	面条	miàntiáo	noodle
175	香蕉	xiāngjiāo	banana
176	米	mǐ	rice
177	葡萄	pútao	grape
178	河	hé	river
179	啤酒	píjiǔ	beer
180	冰箱	bīngxiāng	refrigerator
181	盘子	pánzi	plate
182	碗	wǎn	bowl
183	筷子	kuàizi	chopsticks
184	草	cǎo	grass
185	树	shù	tree
186	花	huā	flower
187	太阳	tàiyáng	sun
188	月亮	yuèliang	moon
189	环境	huānjìng	environment

	词语	拼音	英文
190	**马**	mă	horse
191	鸟	niăo	bird
192	熊猫	xióngmāo	panda
193	动物	dòngwù	animals
194	照片	zhàopiàn	photo
195	照相机	zhàoxiàngjī	camera
196	地铁	dìtiě	subway
197	护照	hùzhào	passport
198	行李箱	xínglĭxiāng	luggage; suitcase
199	礼物	lĭwù	gift; present
200	电梯	diàntī	elevator
201	灯	dēng	light; lamp
202	节目	jiémù	programme
203	节日	jiérì	festival
204	空调	kōngtiáo	air condition
205	伞	săn	umbrella
206	新闻	xīnwén	News
207	银行	yínháng	bank
208	画	huà	painting; drawing; picture
209	黄	huáng	yellow
210	铅笔	qiānbĭ	pencil
211	糖	táng	sugar; sweet
212	信	xìn	letter
213	眼镜	yănjìng	glasses
214	**云**	yún	cloud
215	站	zhàn	station
216	**名字**	míngzi	name
217	**书**	shū	book
218	**汉语**	Hànyǔ	Chinese (language)
219	**字**	zì	character; word
220	**桌子**	zhuōzi	desk; table
221	**椅子**	yĭzi	chair
222	题	tí	question; problem
223	课	kè	class; lesson
224	姓	xìng	family name; surname
225	问题	wèntí	question; problem
226	事情	shìqing	thing; matter; affair
227	考试	kǎoshì	test; exam
228	票	piào	ticket
229	意思	yìsi	meaning
230	颜色	yánsè	color
231	爱好	àihào	hobby; interest
232	比赛	bĭsài	match; competition
233	习惯	xíguàn	habit
234	故事	gùshi	story
235	机会	jīhuì	opportunity
236	关系	guānxì	relationship
237	办法	bànfă	way; approach
238	会议	huìyì	meeting; conference

	词语	拼音	英文
239	变化	biànhuà	change
240	成绩	chéngjì	grade; performance; achievement
241	水平	shuǐpíng	level; standard
242	文化	wénhuà	culture
243	选择	xuǎnzé	choice
244	游戏	yóuxì	game
245	世界	shìjiè	world
246	作用	zuòyòng	action; function

动词（169）(verbs)			
	词语	拼音	英文
1	**谢谢**	xièxie	to thank
2	**不**	bú	no; not
3	**客气**	kèqi	polite
4	欢迎	huānyíng	to welcome
5	**再见**	zàijiàn	to see you around
6	**请**	qǐng	(polite) please
7	**对不起**	duìbuqǐ	to be sorry
8	**没关系**	méiguānxi	that’s OK; it doesn’t matter
9	**是**	shì	is; to be
10	**有**	yǒu	to have; there be
11	**看**	kàn	to look at; to watch; to read
12	**听**	tīng	to listen
13	**说话**	shuōhuà	to speak; to say
14	**读**	dú	to read
15	**写**	xiě	to write
16	**看见**	kànjiàn	to see
17	**叫**	jiào	to call; to be called
18	**来**	lái	to come
19	**回**	huí	to come/go back; to return
20	**去**	qù	to go
21	**吃**	chī	to eat
22	**喝**	hē	to drink
23	**睡觉**	shuìjiào	to sleep
24	**打电话**	dǎdiànhuà	to make a phone call
25	**做**	zuò	to make; to produce
26	**买**	mǎi	to buy; to purchase
27	**开**	kāi	to drive
28	卖	mài	to sell
29	**坐**	zuò	to sit; to be seated
30	**住**	zhù	to live, to stay

31	**学习**	xuéxí	to study, to learn
32	**工作**	gōngzuò	to work; job
33	**下雨**	xiàyǔ	to rain
34	问	wèn	to ask
35	走	zǒu	to walk
36	进	jìn	to enter; to come/go in
37	出	chū	to come; go out
38	跑步	pǎobù	to run; to jog
39	到	dào	to arrive; to reach
40	穿	chuān	to wear; to put on
41	洗	xǐ	to wash; to bathe
42	给	gěi	to give
43	找	zhǎo	to look for
44	笑	xiào	to laugh; to smile
45	回答	huídá	to answer
46	告诉	gàosu	to tell
47	准备	zhǔnbèi	to intend; to plan
48	开始	kāishǐ	to begin; to start
49	满意	mǎnyì	to be satisfied
50	帮助	bāngzhù	to help; to assist; to aid
51	玩	wán	to play; to have fun
52	送	sòng	to send; to deliver
53	等	děng	to wait; to await
54	让	ràng	to let; to allow
55	起床	qǐchuáng	to get up; o get out of bed
56	唱歌	chànggē	to sing
57	跳舞	tiàowǔ	to dance
58	旅游	lǚyóu	to travel; to take a trip
59	上班	shàngbān	to work; to do a job
60	生病	shēngbìng	to fall ill; to be sick
61	休息	xiūxi	to have or take a rest
62	运动	yùndòng	sport; to take physical exercise, to work out
63	游泳	yóuyǒng	to swim
64	踢足球	tīzúqiú	to play football
65	打篮球	dǎlánqiú	to play basketball

66	完	wán	to finish; to end
67	搬	bān	to move; to carry
68	拿	ná	to take; to fetch
69	带	dài	to take along; to bring
70	放	fàng	to put; to place
71	**分**	fēn	to distinguish
72	关	guān	to turn off; to close
73	包	bāo	to wrap
74	过	guò	to spend; to pass
75	花	huā	to spend
76	画	huà	to draw
77	像	xiàng	to be like
78	还	huán	to return
79	借	jiè	to borrow; to lend
80	接	jiē	to meet(sb.); to pick up(sb.)
81	讲	jiǎng	to explain
82	降	jiàng	to fall; drop; descend
83	教	jiāo	to teach
84	发	fā	to send
85	换	huàn	to change; to substitute
86	试	shì	to try
87	骑	qí	to ride
88	用	yòng	to need
89	站	zhàn	to stand
90	长	zhǎng	to grow; to develop
91	哭	kū	to cry
92	差	chà	to fall short of
93	帮忙	bāngmáng	to help
94	比赛	bǐsài	to competition; to contend
95	参加	cānjiā	to participate
96	迟到	chídào	to be late
97	出现	chūxiàn	to appear
98	打扫	dǎsǎo	to clean; to sweep
99	锻炼	duànliàn	to do physical exercise
100	发现	fāxiàn	to discover

101	复习	fùxí	to review
102	感冒	gǎnmào	to catch a cold
103	刮风	guāfēng	to be windy
104	检查	jiǎnchá	to check; to examine
105	见面	jiànmiàn	to meet
106	降落	jiàngluò	descend; alight;land
107	结婚	jiéhūn	be married; get married
108	结束	jiéshù	to end; to finish
109	解决	jiějué	to solve
110	经过	jīngguò	to pass; to go through; to go by
111	离开	líkāi	to leave; to part with
112	练习	liànxí	to Practise; to do exercise
113	聊天	liáotiān	to chat
114	了解	liǎojiě	to know
115	留学	liúxué	to study abroad
116	爬山	páshān	to climb a mountain
117	起飞	qǐfēi	(of an aircraft) to take off
118	上网	shàngwǎng	to surf the Internet
119	生气	shēngqì	angry
120	刷牙	shuāyá	to brush the teeth
121	提高	tígāo	to improve
122	同意	tóngyì	to agree
123	完成	wánchéng	to complete
124	洗澡	xǐzǎo	have a bath
125	影响	yǐngxiǎng	to affect; to influence
126	遇到	yùdào	to come across; to run into
127	照顾	zhàogù	to take care of
128	表演	biǎoyǎn	to act; to perform
129	表示	biǎoshì	to show; to express; to indicate
130	发烧	fāshāo	to have a fever
131	举行	jǚxíng	to hold
132	注意	zhùyì	to pay attention to
133	**爱**	ài	to like; to love
134	**喜欢**	xǐhuan	to like; to be fond of
135	**想**	xiǎng	to want; would like

136	**认识**	rènshi	to meet, to know
137	觉得	juéde	to feel; to think
138	知道	zhīdào	to know
139	希望	xīwàng	to hope, to wish
140	关心	guānxīn	to care for; to be interested in
141	爱好	àihào	to take great pleasure in
142	打算	dăsuàn	to plan; to intend
143	担心	dānxīn	to worry
144	放心	fàngxīn	to ease one's mind; to rest assured
145	感兴趣	gănxìngqù	to be interested in
146	害怕	hàipà	to be afraid; to be scared
147	记得	jìde	to remember
148	认为	rènwéi	to think; to believe
149	忘记	wàngjì	to forget
150	相信	xiāngxìn	to believe
151	需要	xūyào	to need
152	要求	yāoqiú	to ask; to require
153	愿意	yuànyì	would like to
154	变化	biànhuà	to change
155	敢	găn	to be sure; have the confidence to
156	使	shĭ	to send; to use; to cause
157	以为	yĭwéi	to think; to believe; to consider
158	越	yuè	to get over; to pass; to exceed
159	祝	zhù	to wish
160	**会**	huì	can; to be able to
161	**能**	néng	can; may
162	可以	kěyĭ	may
163	要	yào	to want to; would like to
164	可能	kěnéng	maybe; perhaps; probably
165	应该	yīnggāi	should
166	过去	guòqù	to pass
167	决定	juédìng	to decide
168	习惯	xíguàn	to be used to
169	选择	xuănzé	to choose

形容词（74）adjectives			
	词语	拼音	英文
1	**好**	hǎo	good; fine
2	坏	huài	bad; broken; ruined
3	**大**	dà	big; of age)old
4	**小**	xiǎo	small; little
5	**多**	duō	many; indicating degree or extent
6	**少**	shǎo	little; few
7	**冷**	lěng	cold
8	**热**	rè	hot
9	**高兴**	gāoxìng	glad; happy
10	**漂亮**	piàoliang	beautiful; pretty
11	高	gāo	tall; high
12	矮	ǎi	short
13	**红**	hóng	red
14	**白**	bái	white
15	黑	hēi	black
16	忙	máng	busy
17	快	kuài	quick; fast
18	慢	màn	slow
19	远	yuǎn	far; distant
20	近	jìn	near; close
21	好吃	hǎochī	delicious; yummy
22	累	lèi	tired
23	长	cháng	long
24	短	duǎn	short
25	新	xīn	new
26	旧	jiù	old; used; worn
27	贵	guì	expensive
28	便宜	piányi	cheap; inexpensive
29	晴	qíng	sunny; fine; clear
30	阴	yīn	overcast; cloudy
31	对	duì	right
32	错	cuò	wrong; incorrect
33	快乐	kuàilè	happy; glad
34	饱	bǎo	full; having eaten one’s fill
35	饿	è	hungry
36	老	lǎo	old
37	年轻	niánqīng	young
38	久	jiǔ	for a long time; long
39	渴	kě	thirsty
40	胖	pàng	fat
41	瘦	shòu	thin
42	难	nán	difficult
43	简单	jiǎndān	simple
44	容易	róngyì	easy
45	疼	téng	hurt; painful
46	甜	tián	sweet

47	蓝	lán	blue
48	绿	lǜ	green
49	低	dī	low
50	相同	xiāngtóng	the same; alike; identical
51	新鲜	xīnxiān	fresh
52	安静	ānjìng	quiet
53	舒服	shūfu	comfortable
54	干净	gānjìng	clean
55	方便	fāngbiàn	convenient
56	健康	jiànkāng	healthy
57	满意	mǎnyì	satisfactory
58	热情	rèqíng	warm; enthusiastic
59	聪明	cōngming	clever; smart
60	可爱	kě'ài	lovely; adorable
61	认真	rènzhēn	serious; earnest
62	明白	míngbai	clear
63	奇怪	qíguài	strange; odd
64	难过	nánguò	sad
65	清楚	qīngchu	clear; distinct
66	小心	xiǎoxīn	careful
67	一样	yíyàng	same; as……as
68	有名	yǒumíng	famous
69	重要	zhòngyào	important
70	主要	zhǔyào	main
71	努力	nǔlì	hard-working
72	一般	yìbān	general; usual
73	突然	tūrán	sudden; abrupt; unexpected
74	着急	zháojí	worried; anxious

代词（25）pronouns			
	词语	拼音	英文
1	**我**	wǒ	I; me
2	**你**	nǐ	(singular)you
3	**他**	tā	he; him
4	**她**	tā	she; her
5	**我们**	wǒmen	we; us
6	你们	nǐmen	(plural)you
7	他们	tāmen	they; hem
8	她们	tāmen	they; hem
9	这/这儿	zhè /zhèr	this/here
10	那/那儿	nà/ nàr	that/there
11	哪/哪儿	nǎ/nǎr	which/where
12	谁	shéi	who; whom
13	什么	shénme	what
14	多少	duōshao	how many; how much
15	几	jǐ	how many
16	怎么	zěnme	(indicating nature, condition or manner.etc.) how
17	怎么样	zěnmeyàng	(indicating nature, condition or manner) how
18	您	nín	you

19	它	tā	it
20	大家	dàjiā	all; everybody
21	每	měi	every; each
22	为什么	wèishénme	why
23	别人	biéren	other people
24	自己	zìjǐ	self
25	其他	qítā	the rest

数词（17）numerals			
	词语	拼音	英文
1	一	yī	one
2	二	èr	two
3	三	sān	three
4	四	sì	four
5	五	wǔ	five
6	六	liù	six
7	七	qī	seven
8	八	bā	eight
9	九	jiǔ	nine
10	十	shí	ten
11	零	líng	zero
12	两	liǎng	two
13	百	bǎi	hundred
14	千	qiān	thousand
15	第一	dìyī	first
16	万	wàn	ten thousand
17	半	bàn	half

量词（24）quantifiers			
	词语	拼音	英文
1	**个**	gè	a general measure word
2	**岁**	suì	year(of age)
3	**本**	běn	a measure word for books
4	**些**	xiē	some;a few
5	**块**	kuài	a unit of money;same as "yuan"
6	次	cì	time
7	公斤	gōngjīn	a measure word for weight
8	元	yuán	a measure word for Chinese monetary unit;equal to 10 cents
9	件	jiàn	(used for clothes among other items) piece
10	张	zhāng	a measure word for flat objects such as paper,photos,etc
11	把	bǎ	used for things with a handle
12	层	céng	used for floors
13	段	duàn	used for sections or periods
14	口	kǒu	mouthful
15	角	jiǎo	jiao, a unit of money(=1/10yuan)
16	辆	liàng	used for vehicle

17	米	mǐ	metre
18	双	shuāng	pair
19	条	tiáo	used for pants,dresses.etc
20	碗	wǎn	bowl
21	位	wèi	a respectful measure word for people
22	站	zhàn	station;stop
23	只	zhī	used for certain animals
24	种	zhǒng	kind;type;sort

副词（45）adverbs			
	词语	拼音	英文
1	**不**	bù	no; not
2	**没**	méi	not have
3	**很**	hěn	very; quite
4	**太**	tài	too; excessively
5	**都**	dōu	both; all
6	别	bié	don't
7	非常	fēicháng	very; extremely
8	也	yě	too; also
9	还	hái	in addition
10	最	zuì	most; to the greatest extent
11	真	zhēn	really; indeed
12	正在	zhèngzài	in the process of
13	已经	yǐjing	already
14	一起	yìqǐ	together
15	再	zài	again; once more
16	就	jiù	used to indicate a conclusion or resolution
17	比较	bǐjiào	fairly; rather
18	必须	bìxū	must
19	当然	dāngrán	of course
20	多么	duōme	very; to a great extent
21	还是	háishì	or
22	后来	hòulái	later; afterwards
23	几乎	jīhū	almost
24	经常	jīngcháng	often
25	马上	mǎshàng	immediately; at once
26	其实	qíshí	actually
27	特别	tèbié	extraordinarily
28	一定	yídìng	definitely; certainly
29	一共	yígòng	in total
30	一般	yìbān	general; usual
31	一边	yìbiān	indicating two actions taking place at the same time
32	一直	yìzhí	all the time
33	最近	zuìjìn	lately; recently
34	以前	yǐqián	before; ago
35	以后	yǐhòu	after; afterwards
36	又	yòu	and; again

37	终于	zhōngyú	finally
38	总是	zǒngshì	always
39	只	zhǐ	only; solely
40	才	cái	just
41	更	gèn	more; even more
42	极	jí	extremely
43	先	xiān	first; in advance
44	越……越	yuè……yuè	more; to a greater degree
45	突然	tūrán	suddenly

连词（9）conjunctions			
	词语	拼音	英文
1	**和**	hé	and
2	因为	yīnwèi	because, since
3	所以	suǒyǐ	so; therefore
4	但是	dànshì	but; still; yet
5	不但……而且	búdàn……érqiě	not only……but also
6	或者	huòzhě	or
7	然后	ránhòu	then; after that
8	如果	rúguǒ	if; in case
9	虽然	suīrán	although; though

介词（17）prepositions			
	词语	拼音	英文
1	**在**	zài	to be in/on/at/; in/on/at
2	从	cóng	from
3	对	duì	used before a noun or pronoun to,for
4	比	bǐ	Than (superior or inferior) to
5	向	xiàng	towards; to
6	离	lí	to be away from
7	把	bǎ	denoting the disposal of sth.
8	被	bèi	By (used to indicating the passive voice)
9	跟	gēn	with/to follow
10	向	xiàng	towards; to
11	像	xiàng	to be alike; to take after
12	除了	chúle	other than
13	根据	gēnjù	according to; based on
14	关于	guānyú	about; regarding
15	经过	jīngguò	to pass; to go through; to go by
16	为	wèi	for
17	为了	wèile	for the sake of

助词（9）particles			
	词语	拼音	英文
1	**的**	de	used after an attribute
2	**了**	le	used at the end of or in the middle of a sentence to indicate a change or a new circumstance
3	**吗**	ma	used at the end of a question
4	**呢**	ne	used at the end of a question
5	地	de	used after the verb
6	得	de	used after a verb or an adjective to introduce a complement of result or degree
7	着	zhe	used to indicate a state
8	过	guò	indicating a past experience
9	吧	ba	used at the end of a sentence to indicate consultation, suggestion, request or command

叹词（2）interjections			
	词语	拼音	英文
1	**喂**	wèi	hello; hey
2	啊	a	used at the end of a sentence to indicate confirmation or defense
		à	ah; oh
二、补充生词（2） added new words			
	词语	拼音	英文
1	乌干达	Wūgāndá	Uganda
2	坎帕拉	Kǎnpàlā	Kampala

NB: The highlited vocabulary also fall in the « **Must learn** » category.

ASSESSESSMENT

This section should be considered along side the assessment guide

Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.
The "Learning Outcomes" in the syllabuses are set out in terms of Knowledge, Understanding, Skills,
and Attitudes. This is what is referred to by the letters k, u, s & v/a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

So this guidance booklet focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make **some change** to the teaching and learning process. The changes that can be made include decisions about:

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

Knowledge	The retention of information.
Understanding	Putting knowledge into a framework of meaning – the development of a 'concept'.
Skills	The ability to perform a physical or mental act or operation.
Values	The inherent or acquired behaviours or actions that form a character of an individual.
Attitudes	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

Knowledge	Skills
Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.	Skills are the ability to perform a mental or physical operation, so we have to observe the skill being performed or look at the product, or outcome, of the skill; for example, a piece of writing, a picture or diagram. Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

Understanding	Values and Attitudes
Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.	Values and Attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.

Examinations

There will be examinations or tests set at the end of every year. There will also be a summing up of on-going teacher assessments made in the context of learning.

Formative Assessment

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make some change to the teaching and learning process. This is formative assessment. If teaching and learning stay the same, there would have been no point in carrying out the assessment. The changes that can be made include decisions about :

- What needs to be learned next
- Whether an element of the syllabus needs to be taught again in a different way
- Changing teaching approaches if necessary
- Identifying learners who need more support, or who are making exceptional progress
- Enabling learners to understand what they have to do to improve

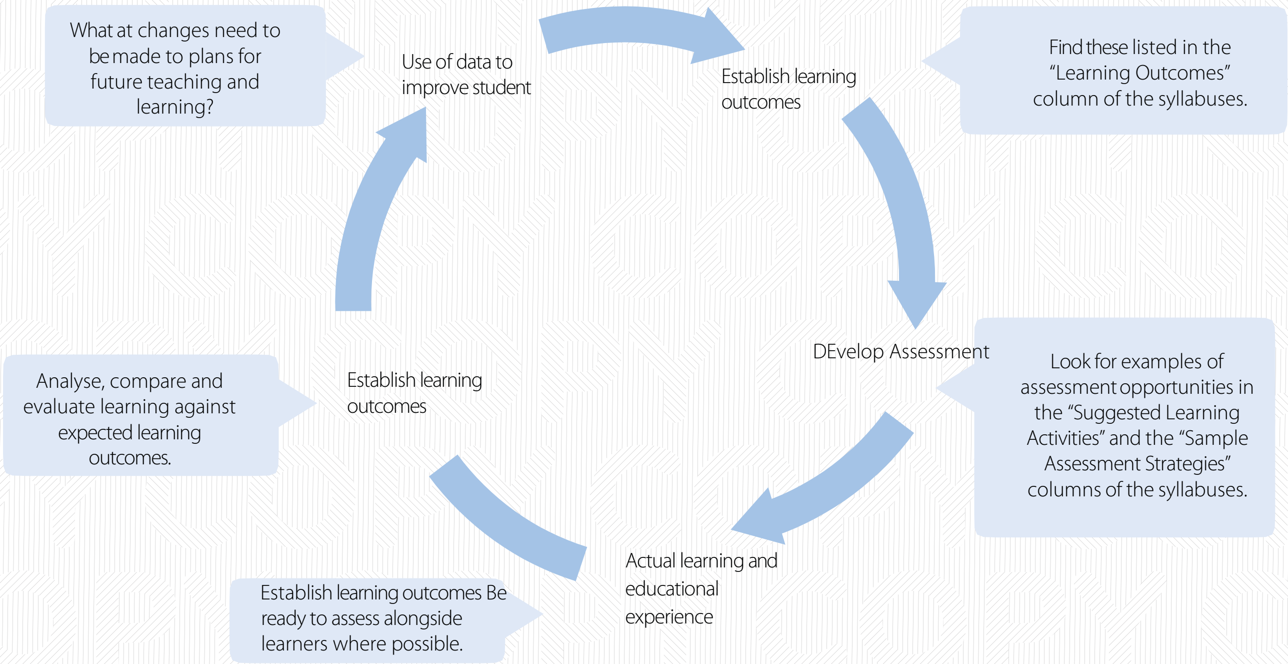
The final examination at the end of Senior 4 will be very different in nature, and will focus on the learners' ability to apply their learning in new situations, rather than on the ability to recall information.

It is the use of the assessment data within this cycle to improve learning that is key to the success and impact of formative assessment.

It is this cycle that enables formative assessment to impact on learning:

- The syllabuses set out the learning outcomes
- The lessons seek to achieve these outcomes
- Assessment finds out whether or not the outcomes have been achieved
- This information guides the next steps in learning and so sets new learning outcomes

The process of teaching, making formative assessments and then changing the teaching and learning in some way can be seen as a cycle.



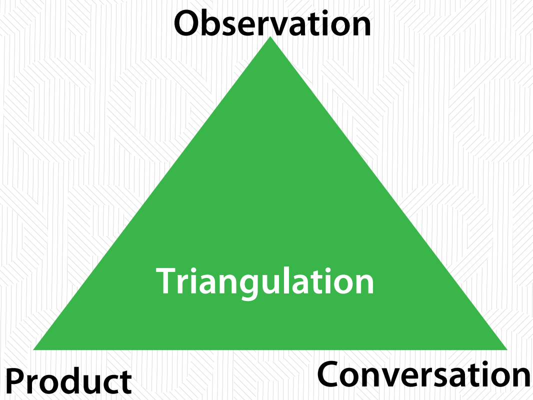
FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE

How do we find the opportunity to make formative assessments?

In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome. School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it. These opportunities occur in three forms and are often called:

- Observation – watching learners working (good for assessing skills)
- Conversation – asking questions and talking to learners (good for assessing knowledge and understanding)
- Product – appraising the learner's work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a "product" is seen as something physical and permanent that the teacher can keep and look at, not something that the learner says.

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from "observation" can be checked against evidence from "conversation" and "product"). This is often referred to as "triangulation".



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give 'Sample Assessment strategy", and in doing so they contain a range of opportunities for the three forms of assessment.

Generic Skills

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each Topic or unit. This means recording the on-going summative assessments of each topic. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each Topic as a whole.

Each topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgement about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the topic as a whole. This will vary with the subject and Topic.

By looking at the Learning Outcomes within each Topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

These overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the unit, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic's overall Learning Expectation. These "Authentic Assessments" will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in each category for different subjects and topics. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each syllabus unit through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual topicassessments by subject in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	**Identifier**
No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

	Chinese									
	T1	**T2**	**T3**	**T4**	**T5**	**T6**	**T7**	**T8**	**T9**	**T10**
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that Learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

This summative teacher assessment will contribute 20% to the final grade of the School Leaving Certificate as elaborated in the Assessment Framework.

Glossary of Key Terms

TERM	DEFINITION
Competency Curriculum	One in which the learner develops the ability to apply his/her learning with confidence in a range of situations.
Differentiation	The design or adaptation of learning experiences to suit an individual learner's needs strengths, preferences, and abilities.
Formative Assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
Generic skill	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life.
Inclusion	An approach to planning learning experiences which allows each learner to feel confident, respected and safe and equipped to learn at his or her full potential.
Learning Outcome	A statement which specifies what the learner should know, understand, or be able to do within a particular aspect of a subject.
Process Skill	A capability acquired by following the programme of study in a particular subject; enables a learner to apply the knowledge and understanding of the subject.
Sample Assessment Activity	An activity which gives a learner the opportunity to show the extent to which s/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
Suggested Learning Activity	An aspect of the normal teaching and learning process that will enable formative assessment to be made.

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